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Social Responsibility of the School.

In the popular mind the sole purpose of the common school still continues to be regarded as the mere transmission of knowledge and skill in reading, writing, and arithmetic, children go to school to learn something that will enable them to get on in the world in material lines, as well as their elders if not better. Those who are beyond this standpoint and conclude that the development of righteousness is the supreme duty of the schools send their children to denominational day schools. The inference of course is wrong that parents who do not send their children to church schools are wanting in solicitude for the spiritual growth of their children. Many parents feel that the Sunday-schools are sufficient for giving the character of their children the right turn. Others, and these form a considerable proportion of the population, are firm in the conviction that the home is alone responsible for the right bringing up. They consider that the schools are designed merely to supply what they themselves are either incapable of giving or for which they have no time.

It may not be wholly unfair to state that in the mind of many fathers who send their children to public schools educational responsibility is divided somewhat as follows : The home: for the physical care—including feeding, clothing, and housing—for the direction of manners and conduct, and for the religious training ; the school for teaching the three R's and the imparting of such other information as will be of practical benefit in securing a livelihood in later years ; the Sunday-school : for furnishing instruction in denominational doctrine and for fixing the habit of going to church ; and the Lord for all the rest. In the distribution of blame for neglect of one or the other thing these same fathers may proceed upon a somewhat different basis of distribution, but that ought not to prevent the real, unbiased attitude to be misinterpreted. Thus we hear in times of national or maybe local calamity of a social or political nature, that the schools are roundly berated for having "neglected sacred duties." Prevalence of crime, hostility to the churches, the existence of vice, irreverence to parents and to the aged, gambling, increase of the liquor traffic—everything reprehensible is charged to the schools, and the unreasonable parents, who make these complaints are encouraged and supported by the voice of demagogues in pulpits and from non-ecclesiastical platforms. But this clamor is no index to a prevailing sentiment which respects the common school as the chief educational institution. It simply shows that as a dumping ground for complaints the school is considered a convenient place.

For a true gauge we must look rather at the provision a community makes for the support of its schools, or, more precisely, what kind of teachers and directing officers it employs. Fine buildings are not a safe guide. They may be an evidence merely of local pride, or at best they show only that the people are solicitous concerning the physical well-being of the children who attend school. Time and again one finds poor teaching and utter disregard of the higher educational responsibilities in buildings having splendid equipment. Several superintendents could be named, a few of them quite well known, who have nothing better to show than the number and kind of buildings that have been erected

during their administration, and who congratulate their communities annually upon the high educational aspirations, as witnessed by the magnificence of the school buildings. Far better were it if their teachers approach the high standard of educative fitness than that the buildings stand as architectural and hygienic models. To be sure the one thing should be done and the other not left undone. However, that superintendent does best who concentrates all his efforts upon the development of an enlightened educational sentiment in the community, and makes the constant enhancing of the educative influence of the work in the schools his particular care. Architects and physicians will look after the physical side of school life if public sentiment is on the right track.

A more eloquent, tho not yet altogether safe, measure of a community's belief in the school as the guardian of the highest interests of civilization is furnished in the standard of qualification set for teachers and the salaries paid them. In the matter of salary we must, of course, judge not by amounts but by how it compares with the compensation of other public officers. From this standpoint it will be seen that high ideals of common school education have not yet found endorsement as widely as might appear from what is said and written on formal occasions or in a theoretical way. Comparison of wages of teachers in the United States with those paid in countries where the functions of government are highly concentrated is eminently unfair and wholly unprofitable for an estimate of the prevailing opinion concerning the schools supported by public funds.

A thoughtful consideration of these suggestions will aid in forming a fair estimate of a community's actual creed as bearing upon the function of its common schools. Where the standard is low, there the missionary is needed, who, like the Baptist of old, will stir up the consciences and awaken a desire for higher educational life. Thank the Lord, there are men and women who place well-doing above money considerations. It is upon this noble band that we must build our hopes for the rescue of localities whose regard for the school is as yet so low that any grudgingly doled out pittance is considered sufficient pay for the teacher. The courage of educational conviction, the enthusiasm springing from inspiration which gave us Comenius, Pestalozzi, Froebel, and Horace Mann, will break the crust of tradition and indifference and instil more worthy conceptions of school work.

And what should be the ideal to be held up before the people to urge them to willing co-operation in the realization of the highest possibilities of the common school? Nothing short of a *social regeneration* of the individual in the service of civilization, righteousness, and neighborliness. The school must stand for social service first, last, and always. In the light of this duty its mission as the warden of civilization will be more fully comprehended. What plans the school might put in operation to promote the recognition of its rightful social mission has been repeatedly pointed out in these pages. Discussion of specific problems involved in the establishment of the new principle will be carried on in THE SCHOOL JOURNAL from week to week.

The reader is referred especially to the numbers for Jan. 5 (page 5), Jan. 12 (page 41), Feb. 2 (page 128); also THE SCHOOL JOURNAL for Sept. 14 (page 256), first column, and last week (page 273).

Educational Opinion:

A Monthly Educational Review.

The Ideal School:

As Based on Child Study.

All who heard Dr. G. Stanley Hall's paper on "The Ideal School," read at the N. E. A., have been anxiously waiting to see it in print. All who have heard about it but who were not present at Detroit will be especially glad to read Dr. Hall's views of what an ideal school would mean. The paper is published complete in the *Forum* for September.

The ideal school, according to Dr. Hall, exists nowhere, but its methods are valid everywhere. The school might be organized anywhere to-morrow. It would be divided, naturally, into various departments according to the age of the pupils. The requirements for the various sections are as follows:

The Kindergarten.

The kindergarten age is from two or three to six or seven. Now the body needs most attention and the soul least. The child needs more mother and less teacher. More of the educated nurse, and less of the metaphysician. We must largely eliminate, and partly reconstruct, the mother-plays, while transforming and enlarging the repertory of the gifts and occupations. We must develop the ideal nursery, playgrounds, and rooms, where light, air, and water are at their best. The kindergarten should fill more of the day. In the Berlin institute children sleep at noon in a darkened room, with music, crackers, or even bottles, and thus resist man's enemy, fatigue, and restore paradise for themselves. Part of the cult here should be idleness and the intermediate state of reverie. We should have a good excuse to break into these, and at this age children should be carefully shielded from all suspicion of any symbolic sense. Thus in play, and in play only, life is made to seem real. Imitation should have a far larger scope. Children should hear far more English and better, and in the later years the ear should be trained for French or German. Color should never be taught as such. The children of the rich, generally prematurely individualized or over-individualized, especially when they are only children, must be disciplined and subordinated; while the children of the poor, usually under-individualized, should be indulged. Teachers should study every child. They should learn far more than they can teach, and in place of the shallow manikin child of books they should see, know, and love only the real thing.

Up to Adolescence.

The age of about seven or eight is a transition period. There is a year or more of increased danger to the heart; the breath is shorter and fatigue easier; lassitude, nervousness, visual disorders, and cough are somewhat more imminent; and the blood is more often impoverished. The brain has practically finished for life its growth in weight and size; and all work and strain must be reduced.

At eight or nine there begins a new period, which, for nearly four years constitutes a unique stage of life. During these years there is a decreased rate of growth, but there is a striking increase of vitality, activity, and power to resist disease. The average child now plays more games and has more daily activity, in proportion to size and weight, than at any other stage. Child nature suggests very plainly that this period should be mainly devoted to drill, habituation, and mechanism. Discipline should be the watchword here. Writing, and even reading should be neglected in our system before eight, and previous school work should focus on stories, the study of nature, and education by play and other activities. Now writing and reading should be first taught with stress. Now first the smaller muscles in the aver-

age child, so important for mind and will training, can bear hard work and much strain. Accuracy, which when out of its season is fraught with so many dangers for mind and body, is now in order.

Verbal memory is now at its very best, and should be trained far more than it is. Manual training and games should be extremely diverse, manifold, and thorough. If the piano or any other musical instrument is to be learned, this is the time for drill, especially on scales and exercises. An instrumentalist's technique is rarely good if its foundations are not laid in this age. Drawing, too, should come into prominence, beginning in its large and perfectly free form before writing and only near the end of the period becoming severely methodic and accurate.

The child should live in a world of sonorous speech. He should hear and talk for hours each day; and then he would lay foundations for terse and correct English. He would write as he speaks, and we should escape the abomination of bookish talk. To secure these ends, we must lay stress upon correct spelling. Good grammar is too much to expect yet. We must strive first for utterance and expression, which may be homely if only vigorous and adequate. Theme and composition should be strictly confined to the fields of interest, and then expression will find or make a vent for itself. Moreover, we should not teach language, as such, or apart from objects, acts, and concrete reality truth.

Arithmetic, so greatly overdone in American schools, should be mechanized with plenty of mental exercises, and later with rules and processes for written work, with only little attempt at explanation. The elements of geometry, especially on the constructive side, and the metric system should come early, and the rudiments of algebra later. This is the stage, too, for beginning one or two foreign languages. These should always first be taught by ear and mouth.

If the dead languages are to be taught, Latin should be begun not later than ten or eleven, and Greek never later than twelve or thirteen. The pupil should never be brought face to face with an unknown sentence, but everything must be carefully translated for him; he must note all the unknown words from the teacher's lips and all the special grammatical points, so that home study and the first part of the next lesson will be merely repetitions of what the teacher had told and done.

The modern school geography should be reduced to about one-fourth or even one-eighth of its present volume. Our geographies do not respect the unity of the child's mind. Their facts are connected neither with each other nor with the nascent stages of growth. The interest in primitive man and animals culminates from nine to ten; that in trade and governmental parts of geography comes from sixteen to twenty.

The hand is in a sense never so near the brain as now; knowledge never so strongly tends to become practical; muscular development never so conditions mental. Muscle training of every kind, from play up to manual work, must now begin. Instead of the Swedish or other curriculized and exactly finished objects made, we should have a curriculum of toys at first and of rude scientific apparatus later, where everything will focus more upon the ulterior use of the object than upon the process of making it.

Singing will be prominent in the ideal school at this age; but far more time will be given to rote singing than to singing from notes, especially at first. The chief aim will be not to develop the power to read music, but to educate the sentiments, and especially to attune them to love of home, nature, fatherland, and religion—the four chief themes of song in all ages, past and present.

Reason is still very undeveloped, hence we should ex-

plain very little. Even with respect to morals and conduct the chief duty of the child at this age is to obey. In most cases to try to explain brings self-consciousness and conceit. Obedience should still be a law. If it is lacking, this is due to imperfect character or perverted methods in adults.

Just before this period ends, boys and girls in the ideal school will be chiefly, tho not exclusively, placed under the care of teachers of their own sex. At the close of this period the ideal child, ideally trained, will be first of all helpful and active in body and mind; will read and write well; will know a great deal about the different aspects of nature in his home environment; will not be bookish, but will already know a few dozen well-chosen books; will understand and read simple French and German; and will perhaps have had a good start in Latin and Greek. This child will be able to play several dozen games; will know something of a number of industries; and will be able to make several dozen things that he is interested in. He will be respectful, tho not particularly affectionate, and will take pleasure in obeying those he likes, and perhaps, more in disobeying those he dislikes. He will have attempted a number of organizations for teams, and will have formed a few societies, but all will have been transient. He will have some acquaintance with most of the story roots and literary monuments of the world, perhaps two or three score in number. He will sing, and will draw almost anything, not well, but intelligibly and without affectation.

Lastly, the ideal teacher at this age will be the captain of the child's soul; will be able to do some things with his or her body that the child cannot; will be able to answer most of the questions suggested by the field, the forest, the beach, the street, and their denizens; will suggest plays and umpire games; will perhaps know a little of coaching, but will be a stern disciplinarian, genial withal, but rigorous and relentless in his exactations, and intolerant of all scrimped work; will love occasional excursions and expeditions; will perhaps sing, play, and draw a little; will be able to do something expertly well; and, as perhaps the culminating quality, will have a repertory of the greatest stories the human race has ever told or heard.

The ideal story-teller will prefer twilight or evening, with at least the dim light that gives the imagination a chance over sense, perhaps with flickering flames to objectify his scenes. He will repeat the tales of Ulysses, Orestes, Siegfried, Thor, King Arthur and his Knights, the wanderings of *Aeneas* and Telemachus, perhaps some tales from one or other of the great ethnic bibles, perhaps Dante, some of the soul-transforming myths of Plato—such as Atlantis, the cave, the two steeds—Hercules at the cross-roads, perhaps some legends from ancient India, Reynard the Fox, something from Grimm and Simrock. I believe, adds the writer, in the ethical virtue of these things almost as I believe in the Bible, for they sink deep and transform. Finally, the teacher should have good manners, a uniform disposition, much joy of life, and sympathy with just this age. Some persons are made to love children in this stage most of all; some to love adolescents; the interests of most and their service to the young are almost always specialized; and none can be equally good teachers or parents for all ages.

Adolescence.

Adolescence is a term applied to a pretty well-marked stage, beginning at about thirteen with girls and a year later with boys, and lasting about ten years, to the period of complete sexual maturity. It is subdivided into pubescence, the first two years; youth proper, from sixteen to twenty in boys and perhaps fifteen to nineteen in girls; and a finishing stage thru the early twenties. The first stage is marked by a great increase in the rate of growth in both height and weight. It is a period of greater susceptibility to sickness for both sexes; but this vulnerability is due to the great changes;

and the death rate is lower in the early teens than at any other age. It is the time when there is the most rapid development of the heart and all the feelings and emotions. Fear, anger, love, pity, jealousy, emulation, ambition, and sympathy are either now born or springing into their most intense life. Now young people are interested in adults, and one of their strong passions is to be treated as if they were mature. They desire to know, do, and be all that becomes a man or woman. Childhood is ending, and plans for future vocations now spring into existence, and slowly grow definite and controlling.

It is the age when the majority leave school forever and begin life for themselves. It is the most vulnerable and difficult of all periods after infancy, the severest test of parent, teacher, and pedagogical methods. What we shall do with the hobbledehoys is the oldest problem of education, and one answer is plain. We must first study them. This process has been begun, and has yielded a few results, some very clear and some still uncertain.

First of all, the drill and mechanism of the previous period must be gradually relaxed, and an appeal must be made to freedom and interest. Individuality must have a far longer tether. We must and can really teach nothing that does not appeal to interests deep enough to make it seem of almost supreme value in the world. Hence, there must be a wide range of elective study for those who continue at school. Boys can hereafter rarely do their best work under female teachers, however well equipped these may be mentally. They feel their manhood, and need the dominance of male influences.

In the ideal school system the sexes will now, for a time at least, pretty much part company. They are beginning to differ in every cell and tissue, and girls for a time need some exemption from competition. In soul and body girls are more conservative; males vary, differentiate, and are more radical. Now the leaders of the new education for girls recommend training them for self-support, assuming that if wifehood and motherhood come those who have received such a training can best take care of themselves. This assumption is radically wrong and vicious, and should be reversed. Every girl should be educated primarily to become a wife and mother, and, if this is done wisely and broadly, the small minority who remain single will with this training be best able to care for themselves.

A conclusive and far-reaching principle is that at no stage of life is the power to appreciate and apprehend so very far ahead of the power to express. Mental and moral teaching and influences sink at once too deep to be reproduced in examinations of the present type without injury to both mind and will. There is nothing in the whole environment to which the adolescent nature does not keenly respond. Hence facts, ideas, laws, and principles should be in the very atmosphere, for they are now the ingenuous youth's native breath, his vital air. He is all insight and receptivity; he has just entered the stage of apprenticeship to life; he has awakened to it as at a second birth, and has found all things new and glorious.

But what do these changes involve in the ideal school? The transition from the grammar to the high school in this country corresponds far better than the European system to the need of changed environment at the age of fourteen; and this constitutes a rare opportunity which has, however, been thrown away. The high school has lost its independence, and of all stages and grades has least interest in the large problems of education namely, what to teach and how, in order to develop the nascent periods during the 'teens and to save powers now new-born in most profusion.

For all these problems as a class, high school teachers care less than those of any other grade. For them adolescence is just a stage when children are so much farther along than in the grammar school, and know so much less than they must to enter college. For such teachers the task is simply to convert their pupils into

freshmen, and they await with hope or fear the assignment of their stint in the form of college requirements. The result is that boys, who insist more on their own individuality, leave the high school : in the country at large about sixty per cent. of its pupils are now girls.

The high school should declare its independence, and proceed to solve its own problems in its own way ; it should strive to fit for life those whose education stops here, and should bring the college to meet its own demands. It should ask again how best to feed the interests and capacities peculiar to this age ; how to fill and develop mind, heart, will, and body, rather than how to distil a budget of prepared knowledge decreed by professors who know no more of the needs of this age than teachers of other grades.

If we could move many university professors to the college, many college professors to the high school, many high school teachers to the grammar school, and some grammar school teachers, with at least a sprinkling of college graduates, into the kindergarten, it would do much. In the German and French schools, the teacher is one who knows a great deal about his subject and is nearer to original sources ; who tells the great truths of the sciences almost like stories ; and who does not affect the airs and methods of the university professor. Very many secondary teachers are masters and authorities. Here, most of our university pedagogy is a mere device for influencing high school principals and teachers so as to correlate curricula, in order to corral in students, and little interest is taken in the grammar grades, and none in the kindergarten.

Ten Years of University Extension.

A most valuable résumé of the work done by the university extension courses, in the ten years of their existence in this country, is presented by Mr. Lyman P. Powell, in the *Atlantic Monthly*, for the present month. It shows clearly that behind all the hysterical enthusiasm shown in the matter at the beginning, there was real good in the university extension movement—good which has proved itself practical in these ten years. Mr. Powell tells us that there were doubts of its practicability expressed when the lectures were first talked about, but university extension has certainly shown that it has come to stay.

Among all the doubts of those early days there was one honest doubt that could not be dismissed without an answer, and, unhappily, could not be disproved without experience. Almost ten years have passed since Prof. Palmer asked his question, expressed his honest doubt, made his grave prediction. It is now time, perhaps, to ask another question,—Has his question yet received its answer, can his doubt be dissipated, has his prediction been fulfilled? Were one inclined to beg the question, he could point out that since Prof. Palmer has recently shared with Prof. Griggs the extension platform of the Boston Twentieth Century club, he has answered his own query; for no one who knows Prof. Palmer even casually or by reputation would ever entertain the fear that he has given a "half-hearted service" to Harvard, because for eight Saturdays in succession, last winter, he put his soul elsewhere, into lectures on "The Nature of Goodness," in Tremont Temple. The question is too important to dismiss by begging it. Moreover, the problem is even more complicated than Prof. Palmer could have thought when he wrote his article for the *Atlantic*. No one, indeed, imagined that, to succeed, the itinerant teacher must possess the best qualities of the resident teacher, and other qualities besides. He must be saturated with his subject, know how to teach it, and, in addition, have a gift too seldom found in universities,—the gift of pleasing and effective public speech. He must be not scientific merely, but artistic too. He must be not teacher simply, imparting information and extracting it from students; he must be preacher also, driving home his message by the blows of oratory, over-

coming inertia the university knows naught of,—the inertia of men and women worn and jaded by a day's routine.

University extension is not a system; it is a man. It is, as Phillips Brooks was wont to say of preaching, truth coming thru personality. Syllabus, class, written exercise, examination, certificate, diploma,—important, as you count them, or, as I count them, only relatively important,—are the variables; the constant is the lecturer himself. Given the man, the method is not hard to find; nay, it is found already. The man will make, does make, his methods; using those already in existence, but using them in his own way. To find the lecturer has been the problem all these ten years past. It is the problem still, not wholly solved, but ever being solved at those head centers where the work has been directed with intelligence, skill, enthusiasm, and great sacrifice.

In many sections the problem has not been vigorously attacked. New England has shown but little interest. President Butler, of Colby college, writes that nothing has been done in Maine. The only lecturer in New Hampshire was imported. Vermont makes no report. Massachusetts has had more interest in "University Participation," to use the happy phrase of Prof. A. B. Hart.

Brown university did something in the earlier years in Rhode Island, but never found herman. Connecticut from the first has looked to Philadelphia for inspiration and co-operation. Some of her best lecturers have been loans made by the American society. For six years past New Haven has had a university extension center, with which, last October, Yale university combined to initiate a series of ten four-lecture courses, for which almost a thousand season tickets, at three dollars each were sold.

To estimate the New York work aright is far from easy. Ever and anon Mr. Melvil Dewey preached the new crusade, until in 1891 the state legislature made an appropriation of \$10,000 to the "paper" University of the State of New York with which to make university extension one of its five main departments. There was a fine burst of enthusiasm; great expectations were excited. Syllabi were published, and lecturers placed in the field. Then appeared the inevitable difficulties. The peculiar gifts required of the lecturer, the long distances, the unexpected strain of meeting a new set of students every night, the dependence on resident teachers already spent by intramural teaching, the inability to test or to train candidates for the new work, soon overcrowded the New York spirit. Since 1892 effort has been concentrated on traveling libraries and traveling pictures, study clubs and public libraries, and other agencies that can thrive measurably, at least, without the presence of the living teacher, and good results have been achieved.

Before the nineties, the late Prof. H. B. Adams, who introduced the American people to the university extension movement, and has written the latest word about it in a comprehensive monograph in press for the United States Bureau of Education, was trying some experiments in Baltimore and Washington, with the aid of graduate students from his seminar in history at the Johns Hopkins University. Altogether, in and about Baltimore much fragmentary work was done. Now and then a lecturer has pushed farther south, but to little purpose.

In the far West university extension took root immediately. The University of California outlined a plan which has been followed in the main for almost ten years. Only members of the academic staff were employed until the generosity of Mrs. Phoebe Hearst and others provided lecture courses by distinguished foreigners. The rapid increase of resident students and the policy of free lectures have robbed the overworked instructors of both the opportunity and to some extent the incentive to extramural lecturing. The work has lagged for want of lecturers. In her earlier days, the Leland Stanford, Jr., university, under pressure from communities, and because there were on her staff bril-

liant lecturers like the president, Griggs, Ross, Barnes, Howard, and Hudson, carried on the work in San Francisco, San José, Oakland, Sacramento, Los Angeles, and other cities. But Griggs has gone, and Ross and Barnes and Howard, and interest has long since waned.

In the autumn of 1891 the Chicago society for university extension was formed, to draw lecturers from the whole Middle West, but it soon came to grief. Topeka and Kansas City had a little try at the fascinating experiment, but their centers went the way of the centers of the Chicago society.

Much was naturally expected of Wisconsin. Her farmers' institutes were already famous. The late Mr. Warner, visiting the state a year or two before, had found, as he wrote *Harper's Magazine*, "a more intimate connection of the university with the life of the people than exists elsewhere." President Chamberlin, addressing the public school teachers in December, 1890, and Prof. H. B. Adams, a month later, speaking before the State Historical society, called attention to the unique opportunity offered to Wisconsin. The next year seventy-eight cities and towns filed with the State university requests for lectures, and forty-seven courses were given. In the summer of 1892 an extension department was organized, but for want of financial support was allowed to languish. Considering the circumstances, much indeed has been achieved; and yet a great opportunity has not been made the most of for want of a special staff, or of the state appropriation which would secure it, and which the legislature would even yet do well to make.

But there are two places, Philadelphia and Chicago, where the problem is being solved. The first of a long line of English representatives of university extension, Prof. Richard G. Moulton, came to Philadelphia in 1890, —pleased all, inspired many, profoundly impressed some. Prof. H. B. Adams, always at the right moment where the initial movement had most need of him, arrested the attention of Philadelphia's most fastidious by an address a few months later before the Contemporary club. Dr. William Pepper, —Philadelphia's nineteenth-century Franklin,—so universal was his genius, seized upon the strategic point of the situation, secured funds with which to make a five years' trial, and the American society was organized, with Dr. Pepper as its first president. The energetic secretary, Mr. George Henderson, at once packed off to England, and came back informed as to ways and means. With the election of Prof. Edmund J. James to the presidency in 1891, there was made available for the movement a wider knowledge of pedagogical theory and a special capacity for educational organization. With characteristic acumen the new president discovered the strategic point. He foresaw that unless the lecturer could be found or developed, university extension would go the way Prof. Palmer predicted, to feebleness, and then to forgetfulness. Long since the society discovered that the chief reliance must be placed on staff lecturers giving a whole-hearted service to university extension. Of those pioneer lecturers, Devine, who gave up bright prospects in academic work for university extension, Rolfe, who left a college chair, and others, not one but believes now as devoutly as at the first in university extension. These and others are the replies in breathing, living, energetic flesh to Prof. Palmer's queries as to the possibility of finding lecturers.

The average number of persons each year attending the 954 courses (given, by the way, in 236 centers in Pennsylvania, New Jersey, New York, Connecticut, Maryland, Delaware, Ohio, West Virginia, Virginia, District of Columbia) is a little more than 18,000. The total course attendance for ten years amounts to 180,755, equivalent to an aggregate attendance of 1,084,530. The total cost of the society's work for ten years has been \$275,000, of which \$183,000 has been earned, and \$92,000 given. There has been an additional expense for local outlays, falling upon the local centers, of about \$55,000, making a total expense of some \$330,000.

Of this amount, \$238,000 has been paid by the people who have heard the lectures; \$22,000 by members of the general society, contributing \$5 each; and \$70,000 by guarantors and those making special contributions.

The University of Chicago, too, has made a large contribution to the success of the movement. President Harper realizing as clearly as the officers of the American society that everything turns on the lecturer, gathered about him a band of specialists in university extension organization and teaching. Mr. George Henderson was called from Philadelphia to direct the university extension division, which these five years past has been under the direction of Prof. Edmund J. James. During the eight years past, since the university was opened, 995 courses have been given in 162 centers, with a total attendance on courses of 204,038, on lectures of 1,224,228. This year past, in the lecture-study department, where the usual university extension work is done, the average attendance on lectures has been 234, of whom 102, or 43 per cent., have remained for the class. The cost to the university of maintaining the lecture-study department has been \$205,000, of which \$143,000 has been reimbursed by lecturers' fees; of the class-study department, which has been self-supporting, \$44,000; of the correspondence-study department, which also has maintained itself, \$44,500. Altogether some \$293,500 has been expended by the university on the extension department, of which \$231,500 has been contributed by those profiting from it.

Adding together some of these statistics, a stupendous fact in American education emerges. In the last decade of the nineteenth century almost 2,000 courses of six lectures each, and sometimes twelve, aggregating about 125,000 lectures.

Keeping in mind the important circumstance that the last two years have been, for both the American society and the University of Chicago, the most successful in their history in all the more important aspects of the work, and that in both Philadelphia and Chicago larger plans for the future are now being made with more confidence than ever in the past, is it not time to assume that university extension is no longer an experiment, but a permanent fact in our educational life, a permanent factor in our educational progress? Could communities, which have for ten years past had extension lectures as regularly as the winter solstice, be induced to contribute the respectable sum of \$326,000 for lectures, which, even at their worst, are never less than serious? The American people cannot be fooled for ten years in succession, and enter upon their eleventh year with eagerness to be fooled again. They have found in university extension something worth their while, and therefore they support it no longer grudgingly.

This new movement to democratize all learning and all culture has touched every class. It has stimulated much of the new interest everywhere apparent in every sort of education. Our universities owe it a great debt; it has helped them, Dr. Albert Shaw and other keen observers think, "to get rid of a part of their superfluous pedantry, and a little bit of their pharisaism." Public school teachers, broken on the wheel of drudgery, have by thousands been uplifted and sent back to duty with morning faces and morning hearts. Cultured people in small communities cut off from the advantages of intellectual centers have been directed, encouraged, inspired. Libraries have been loaned from the head centers, or established permanently, or re-established, in many a town and village.

In our greater cities more evident results have come, these ten years past. But for university extension, the free lecture system of New York would, of course, never have been thought of. Its influence in Chicago, where all things contribute to make the work in all respects the extension of university teaching, is quite as great. In fact, no city is so great, no village so insignificant, but that university extension has created in it new ideals in literature and life, and stimulated many a soul to clearer thinking and to saner living.

A French View of Art Education.

Altho Paris is the art center of the world, the French people have probably not advanced so far in matters of art instruction in elementary schools as we have in this country. As a people they are, however, very much alive to the importance of improving their standing in this department of education as will be indicated by the following extracts from an article in the *Revue Pédagogique*, by M. G. Bayet, director of elementary education.

A child, when he enters school at the age of six years, takes pleasure in looking at pictures and in making his own little drawings. It is noticeable, however, that the he likes to look at pictures he looks at them badly, turning the leaves rapidly and never stopping to examine anything carefully. This inability to see is only too liable to persist. Young people, and even grown men and women, look at the world out of the same unobservant eyes. It is actually true that a majority of the pupils who are preparing to enter *l'Ecole des Beaux Arts*, the leading art school of the world, have never learned to look at pictures and photographs with sufficient attention to give an intelligible account of what they have seen.

As for the child's drawing, it is quite out of touch with nature. So many excellent psychological studies of children's representations have been made by men like James Sully and T. G. Rooper, in England; Ricci in Italy, and Bernard Perez in France, that it is hardly necessary to dwell upon the character of these representations. It is enough to state that a child does not know how to see things simply or correctly.

What can we do in school to develop his artistic faculties?

The first thing to teach him is order. True it is that such a statement will run counter to commonly received ideas of art. Has not one of the greatest of classic poets said, "*Souvent un beau désordre est un effet de l'art*," and do we not see about us ingenuous young people who believe it essential to their dignity as artists that they affect disorderliness in their surroundings and their persons? Yet they are deceived. Order is the first law of art; and I would have it that from the moment the child first enters the school his teachers endeavor to make him understand that in the school-room every object has its well-defined place, a place for which it is fitted from the standpoint both of usefulness and of beauty. And I would wish that he be taught to discover for himself the principles of this order, and to re-establish it when it is overturned. The instructor might, at times, throw the room into disorder for the sake of allowing the pupils to re-arrange the objects in it. I would also have occasional talks on the subject of orderliness at home.

Order Not Symmetry.

Now this conception of order has no necessary connection with symmetry. A very common popular error—and one into which even artists and architects are likely to fall—is to confound mechanical symmetry with order. The one is as a rule subversive of the other. Greek art, for example, is one of the arts in which the notion of order and harmony is best developed; yet it resolutely avoided absolute symmetry. Japanese art, too, has a horror of symmetry; your Japanese artist will never put a flower square in the center of a rectangle and flanked on either side by precisely similar decorative elements. Yet no one can call Japanese art an art of disorder; on the contrary, we find it to be full of most subtle balances and harmonies.

One good way to prepare the child for his work in art is thru lessons in harmony of movements. This subject is closely related to gymnastics, but I would not approach it from the point of view of health or of development of muscular strength, but of beauty of rhythmical motion.

As another means I would have the child look with love and respect upon living things. Expression of life

is the essential condition of art. When you speak of masterpieces of architecture, you say that one has a cold appearance and that another is instinct with life. That is to say, in the one the lines are merely proper and correct while on the other the artist has known how to give life and movement to the edifice by happy combinations of lines, and by play of light and shade. Therefore it is right to teach the child to understand and love life. You may begin, for example, by having him study the growth of a plant. He begins watching it while it is tiny; he sees it grow up. It charms him by its grace and delicate beauty. Every school ought to have a garden—not merely for purposes of instruction in agriculture, but for the sake of its perpetual charms to the eye. Where a garden is out of the question at least a few plants should be carefully reared and loved by the children.

Two Theories of Art Instruction.

All possible agencies should be adopted which help in the cultivation of the child's taste. Yet there remains the perplexing problem of instruction in drawing itself. The teaching of drawing in French schools has long vacillated between two opposite theories, one promulgated by M. Guillaume, and one by M. Ravaission.

M. Ravaission died the other day. He was at once an excellent thinker, a charming writer, and an artist. He wanted, in contravention of the doctrines of Pestalozzi and Froebel, to cease basing the teaching of drawing upon geometrical design. "It is wrong," said he, "to confine children's observations to straight and curved lines of rigorous exactitude. You ought to give children a feeling for the lines they see in nature, full of irregularities and accidents." In choosing models for children to draw M. Ravaission began with the human figure.

M. Guillaume has for years defended the practice of starting from study of geometrical figures. The child in his system begins by drawing straight and curved lines. Then he is brought face to face with geometrical forms in three dimensions, cubes, prisms, etc. After a long apprenticeship in rendering these he is allowed to draw, not from nature but from antique statuary.

The latter of these two methods has greater currency in France to-day for obvious reasons. It is easier, more logical. It gives more immediate and practical results.

In an industrial community a child who has learned to draw in a tight, mechanical way, is quite equipped to make designs for machinery or patterns for reproductions.

Nevertheless, many of the best educators in France are restive under the mechanism of the system, and are calling for more drawing from nature. M. Bayet believes that there must be a reconciliation of the two theories along the lines laid down by Viollet-le-Duc in his delightful book for young people, *l'Histoire d'un Dessinateur*. The distinguished architect, it will be recalled, recognized the necessity of geometrical design, but he would have the study of it accompanied constantly by study of living forms. "Geometry is everywhere; it is supreme in nature. Yet it is nowhere presented in its severity." Viollet-le-Duc would therefore have a child, after it has drawn a geometrical figure, select leaves or flowers or human figures or what not, to be arranged in general conformation to the geometrical shape, but to be drawn with the closest observation of all the irregularities and peculiarities that make for character.

It is an interesting fact, M. Bayet goes on to say, that where industrial drawing is held in highest esteem, where it has been carried to the highest point of excellence, this doctrine of Viollet-le-Duc's seems to be gaining in favor. In the best public school art work of the United States will be found drawing from nature closely correlated with the principles of geometrical design.

The article closes with a plea for real study of art in

the museums. The custom has already grown up in Paris of taking classes of school children to the Louvre and the Luxembourg, but the teachers have not yet learned to get the full value from these excursions. In most cases the children are objects for compassion. They run about the galleries perplexed, not knowing what to look at first, incapable of understanding masterpieces which presuppose a certain general culture and an already formed taste. They go out from the museum with only a confused medley of lines and colors in memory, and they are liable never to want to go again.

Children should not be taken to art museums for a general stroll; but when in a lesson, perhaps in the history class, some illustrious person or notable event appears to have interested the pupils, they should be given a chance to see at a museum how a painter or sculptor has treated the subject. They should not stay long enough to become fatigued.

There is one museum that is always handy and in which the children can always be led to take interest. That museum is the city itself. In Paris there are children who have never seen *l'Hotel de Ville*, *la Place de la Concorde*, or *le Bois de Boulogne*; who are acquainted only with their own section of the city. The objects in this great museum will never bore them, especially if their history is unfolded.

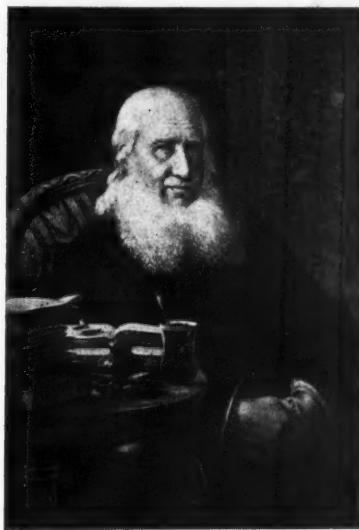


The Peasant Universities of Denmark.

The average American knows very little about Denmark. This is true of the teacher as well as his lay brother. Mr. J. Christian Bay's article in *Education* for September, on the "peasant universities" of Denmark, is therefore especially enjoyable, describing as it does educational conditions in that "land of sunny plains" with which most of us are unacquainted.

The father of the social-esthetic-religious movement that culminated in the establishment of more than seventy uniform educational institutions among a population of scarcely more than 2,000,000, says the writer, is N. F. S. Grundtvig, bishop, poet, and historian. He was born in 1783, and received a clergyman's education. In his numerous writings produced thru a period of nearly sixty years of toil and trouble we find numerous allusions to a reform of the schools for the young. He, himself, having witnessed the practices of the old form of classical schools, and seeing what young men must endure, could never grow tired of advocating a school reform in favor of live matter and live languages. Every one in his belief should imbibe a knowledge of the world in and about him. Every one, regardless of caste or craft, should realize his right to lead a noble life, a life of ideals.

Grundtvig's high school idea aims at the same double end, as nearly all other educational systems have in view, namely the intellectual development of the individual and of the people thru the individual. But it was a pro-



Mr. N. F. S. Grundtvig.

Courtesy of *Education*.

nounced departure from accepted standards, when he placed all the stress upon the living word on the teacher's tongue, claiming its superior power, as compared with the dead letter.

Schools Established.

The conservative government was loath to accept Grundtvig's suggestions, altho these won the favor of more than one member of the royal family. Christian Flor, formerly professor of Danish literature in the University of Kiel, succeeded in raising the funds necessary for the establishment of a genuine people's high school. The institution was established on a large country estate in Rödding, Jutland, and was a success from the beginning. Flor was thoroughly in sympathy with Grundtvig's ideas, and found occasion to express this in reply to an inquiry from Russia, thus: "In the people's high schools we do not aim to impart what is generally termed 'knowledge.' We endeavor to educate and enlighten the student's mind, and to warm up and enlarge his heart. Therefore, young people must seek our school as grown-up men and women, at a time when their minds are ripe and their hearts susceptible."

Denmark's unfortunate war with Germany, in 1864, made Rödding a part of a Prussian province. The buildings remain yet, and are those of a typical Danish farm, with its four wings arranged in a square, its spacious garden abundant in old fruit trees and gooseberry bushes, and its hawthorn hedges fancifully trimmed. But the school was moved across the border line, to the village of Vejen, where "Askov High School" has since developed into a veritable Mecca for the young generation of Danish peasants.

While Rödding and Askov maintained certain "academic" features, there was a young teacher, Kristen Kold, who attempted another interpretation of Grundtvig's ideas. He resolved to establish a high school from which any and all traces of classicism and formality were removed. Having rented a few rooms in a farmhouse, he gathered about him a number of young men—plain children of equally plain Fuenlander families—and proposed to "awaken" them. He never pro-



A Danish School.

Courtesy of *Education*.

fessed imparting to his pupils any definite amount of positive knowledge, but endeavored merely to stimulate their energies and to create a desire for spiritual activity. In accordance with this purpose he wasted no time upon trifling details, which might be useful to others, but lectured on subjects of general importance to every-day people. His address was that of a brother or a friend, and even tho he employed no text-books, times came when the boys had learned to love heaven and earth well enough to ask for details.

In spite of much opposition among the skeptic rural classes, Kold's high school prospered, and little by little the farmers permitted their daughters to seek the institution,—still not without some misgivings respecting woman's emancipation and the like.

In 1864 only seven high schools existed in Denmark. Seven years hence the number had been increased by twenty-two, and at present about seventy schools of this character dot the country which occupies only fifteen thousand square miles. The fact that nearly one hundred and fifty thousand men and women among a total population of two millions have visited some high school, is indicative of the importance of these institutions for the development of national intelligence.

Nearly all Danish people's high schools are located in or about small towns and villages. They usually occupy one or more houses of the same type: On the lower floor are several lecture rooms, a gymnasium, dining-rooms, and, usually, the private apartments of the director and his family. On the upper floors are dormitories for the pupils, reading and conversation rooms, etc. The calendar year embraces two school terms.

Very little special teaching takes place in these institutions, but pupils listen to five, sometimes six or seven lectures every day, and take part, besides, in such special courses in dairy book-keeping, horticulture, cattle-feeding, fishing, etc., as may be offered. Weaving, sewing, and cooking pertain to the girls' department. The practice of sloyd is very much indulged in by the young men. Subjects for the lectures are taken from civic history mainly; besides, Bible subjects and themes from the fields of natural history, geography, mathematics, and hygiene, political and social economy, mythology,—and every-day life, afford a basis of talks and discussions. To awaken the spiritual activities and to render the young minds susceptible, are the main objects of the teachers. Hence, nearly all high school pupils are excellent listeners and the teachers admirable lecturers. It is quite remarkable how rapidly a dull young person will, under proper guidance, acquire a faculty of readily making use of even a small store of knowledge.

The absence of examinations makes the pupils free and easy in their movements. Each school term closes with a commencement exercise of several days' duration

during which a number of addresses are given by prominent men or women from far and near, by the teaching force and others, whereupon the pupils return home to pursue their divers trades, thus putting their attainments to practical tests.

The effect of the healthy, happy school life upon the young people is highly beneficial. True, there are certain rules which everybody is expected to observe, but the maintenance of order is no difficult matter in an institution where the teachers' homes are thrown open to every student; where the dining hall is the common refectory of teachers and pupils alike, and where the welfare of the school is a matter of mutual interest. "Break-downs" from overwork are practically unknown, as the schools will be sought only by the class of young people whose minds are fresh and receptive, and whose bodies have, thru constant work, attained strength and endurance.

The Teacher.

Viewed as to its inner nature, says the *Wisconsin Journal of Education* for September, teaching is an engrossing pursuit demanding one's whole thought and life as merely mechanical pursuits cannot; it is often trying and exhaustive to the nervous forces; it is sedentary, confining, and if not pursued in the right spirit is apt to be narrowing and belittling. These effects have been noted in the schoolmaster in all ages, so that literature is prone to represent him as pedantic, priggish, and of trifling consideration among men. They come, however, of missing the true nature of his calling.

Locke put foremost among the qualifications of a teacher that he should have good manners and knowledge of the world. Comenius considered of the highest importance a knowledge of things, not of books merely, such knowledge as comes of travel by one of an alert and inquisitive mind. We too are placing great emphasis upon knowledge, real knowledge such as the modern world calls practical.

One who really enters into the spirit of teaching must be thoughtful, observant, progressive. The business is to him no routine merely, but a grand opportunity of service of the highest kind, such as quickens the whole nature of those under his charge, prepares them for intelligent living and helps them to realize the best possibilities in them. He brings them to co-operate with him in the effort to make the most of their opportunities. He is alive and constantly learning both from books and from the world of men and things. He is developing his own judgment and practical sense while helping on that of his pupils. He makes himself felt in a community by his good sense, sound judgment and kindness.

It is because teaching as a business furnishes great opportunities for such work and service that men and women of ability and culture are willing to devote to it their best energies. There is abundant opportunity for such persons.



Jo.

From *The Little Women Play*.
Courtesy of Little, Brown & Co., Boston.



Professor Bhaer.

From *The Little Men Play*.
Courtesy of Little, Brown & Co., Boston.

The Literary World:

A Monthly Review.

Literary Side of President Roosevelt.

One thing that may safely be premised regarding President Theodore Roosevelt is that state papers issued over his signature will be good models of literary composition. He will not be likely in his annual messages and special proclamations to imitate the platitudinous ponderosity of some of his predecessors nor will he give to European critics of our institutions opportunities to chuckle over such statements as President Zachary Taylor's famous "We are at peace with all the world and enjoy relations of friendship with the rest of mankind." Mr. Roosevelt among his other accomplishments possesses a distinct and well trained literary style. Other presidents have been men of cultivation. Both the Adamses were voluminous writers of personalia. Jefferson was a ready writer. Franklin Pierce had the

"West," is probably Mr. Roosevelt's greatest work up to date. Accurate and painstaking in points of fact, brilliantly told, and everywhere suffused with a sense of the writer's vigorous personality, it stands as a model of treatment of a special topic in history.

The same statement is true of most of Mr. Roosevelt's other essays into the historical field. His "Life of Thomas Benton" is very strong. Jackson's trusted lieutenant in the new West was a man after Mr. Roosevelt's heart and he writes with fullest sympathy. The "Life of Gouverneur Morris" has generally been adjudged rather less successful than the two foregoing books. A good critic has pronounced it "one of the lesser volumes of an admirable series." Morris had so subtle and many-sided a character that he seems rather to have baffled Mr. Roosevelt, whose liking is for the men of heroic, even grandiose mold. In "Oliver Cromwell" the author found a subject that was to his liking and he wrote *con amore*. It is, we believe, his only venture into the field of English history. A little book that deserves to be better known than it is in this neighborhood is the admirable "Story of New York." In it Mr. Roosevelt has succeeded in putting together something more than a mere compilation—a very difficult task when one undertakes to write the history of a town. He knows the real characteristics of his native city and is therefore able to shed a great deal of illumination upon the shifting scenes of its development. His observations upon the political and social movements of the town since the Revolution are particularly keen and just.

"The Naval War of 1812" was written while Mr. Roosevelt was still an undergraduate at Harvard and suffers a little, not from the boyish exuberance one might expect to find, but from over-precision and accuracy in matters of detail. The young author was so convinced of the uselessness of most of the brilliant word painting that the historians of our naval battles have fallen into that he gave up an inordinate amount of space in his book to the weighing of evidence and the reproduction of original documents. This thoroughness has been characteristic of the man throughout his career; it enabled him while a mere boy to make a valuable contribution to American historical scholarship. His later works are more readable, but none more praiseworthy than his first.

"Hero Tales of American History" is a book for young people, written by Mr. Roosevelt and Senator Henry Cabot Lodge, of Massachusetts. It is an excellent book of its class and deserves to be in every collection of juvenalia.

The president's predilection for hunting is well-known. Out of it have grown three books of personal adventure: "The Hunting Trips of a Ranchman;" "Ranch Life and the Hunting Trail;" "The Wilderness Hunter." These are in many ways the best revelation Mr. Roosevelt has given of his personality. He is not a mere slayer of game, tho the instincts of the primitive hunter are strong within him. He is also an enthusiastic naturalist, with eyes always open, a man upon whom nothing of the story that nature tells him of the great struggle for existence is lost. In his narrative he is singularly modest and unassuming. Another good sportsman is credited with saying: "I like Roosevelt's books on hunting. You see the other fellow always gets as much game as he does."

Doubtless the best expression of Mr. Roosevelt's philosophy of life is to be found in "American Ideals and Other Essays," in which in a fine, dignified way he has set down his *credo*.

Those who know the man say that the whole of him has not gone into that book; that he is in his life rela-



Theodore Roosevelt in Hunting Costume.

Courtesy of G. P. Putnam's Sons.

art of obscuring all real issues with a cloak of gracefully cut words. Mr. Roosevelt is, however, the only president of recent memory who could properly claim the title of literary man.

If the president had written no other book than "The Winning of the West," he would deserve an honorable place with Bancroft, Parkman, McMaster, Lodge, and Fiske in the list of American historians. He was singularly well equipped for the task of investigating and popularizing the obscure history of the frontier with its countless tales of honor and heroism. He had learned the modern methods of historical research at Harvard. His temperament fitted him peculiarly to understand the character and motives of the sturdy fighters on the Dark and Bloody Ground. His style is energetic and admirably adapted to narrative. Finally, he is a wealthy man, and, as is well known, none but rich men can afford to write history at first hand. "The Winning of

tions even finer and kindlier than the lover of "the strenuous life" presupposed by the book. There is no doubt, however, that these essays, thoughtfully written and carefully polished, represent Mr. Roosevelt's intellectual convictions. He sees everywhere a world of clashing forces. The conflict of the old Persian mythology is in daily progress about us. The evil is rampant and aggressive, the good too often inert and complacent. It is therefore the duty and the privilege of the strong man to plunge in and fight. Conflict is the law of life.

One doctrine that Mr. Roosevelt preaches in his "American Ideals" one may hope he has modified, or will learn to modify presently. It is the theory of patriotism expressed in "My Country, may she be right; but right or wrong, my country" an expression that may cover a very rightful sentiment but that more often connotes a thought that is immoral and false.

Besides his books President Roosevelt has a considerable number of magazine contributions to his credit. All told he has done a surprising amount of writing for a man who has been busy playing at the great games of war, politics, and hunting. And the wonder of it all is that the quality of all his writing is so high that it deserves to be called literature, both on grounds of finish and because it is criticism of life.

Fiction.

The story of *The Great God Success* is the study of a modern journalist. Young Howard, the hero, after his graduation from Yale, succeeds in getting a position as reporter on a New York daily. As might be expected, he fails to learn the tricks of newspaper writing at first, but, after weeks of study, finally succeeds in working up a really good "story." He makes his way gradually to the chief editorship, and in a score of years becomes owner of the paper.

Howard is not an admirable or lovable character. He is selfish, indifferent to people, and, in his early career, to the world in general. His ambition is fired by an ever-increasing desire for power, until that becomes all-absorbing, to the detriment of high moral character. His love for and marriage to Marion Trevor, instead of bringing out his best traits, seems to have rather the opposite effect. Marion is a hero-worshiper, and begins her married life with the feeling that whatever her husband does must be right. As the months and years go by, the two grow farther and farther apart, Howard burying himself in his work and Marion trying to kill time by going into society. Neither realizes how thoroly indifference is taking the place of love, since there is on the part of each a feeling of friendliness toward the other. At last Howard sells himself and his paper for money and an ambassadorship, and Marion discovers that he has done so.

There is one little pathetic by-play in the earlier chapter in Howard's relations with Alice which end with her death. Alice was wayward, yes; but she is, after all, the only genuinely human character in the book, a woman with a heart.

The Great God Success was written to show the conditions underlying, and the general character of modern journalism, yellow and otherwise. The author, who signs himself John Graham, is a man who evidently knows the ropes. (Frederick A. Stokes Company, New York. Price, \$1.50.)

Perhaps no book has been looked forward to with more anticipation in recent months than Hall Caine's new story "*The Eternal City*." The book comes to hand too late for a careful review this month. The *Eternal City* is, of course, Rome. The time is the close of the nineteenth century. The leading characters are David Rossi, a dreamer and something of an anarchist, and Roma Volonna, a beautiful woman. A full review of the book will appear next month. It is published by D. Appleton & Company.

If the present craze for historical romance has no further justification for existence, the fact that it has produced a novel like *The Crisis* is ample justification for its existence. There stands St. Louis on the Mississippi, a rather unattractive town from the New York point of view. It certainly has none of the brilliancy of upper Broadway on a theater night. But Mr. Churchill has made it for the time being the most interesting city in America. Any of us who have read *The Crisis* sympathetically will want next time we pass thru St. Louis to stop off and become acquainted with the German quarter and the site of the old slave market. Real flesh and blood distinguishes the people in *The Crisis* from the generality of historical romance puppets. They are not mere abstractions. Take Comyn Carvel—no ideal Southern gentlemen, but, what is much better, a real Southern gentleman with certain peculiar habits and peculiar notions, one who chews tobacco and puts his feet upon the mantel, but who is nevertheless a gentleman from every point of view and a most lovable man. Right thru the book you meet people whom you find yourself thinking about and even talking to after you have stopped reading; and that is the final test of the value of a piece of fiction. You catch yourself running over your list of friends and acquaintances to discover who is like Stephen Brice, who like Eliphilet Hopper.

The tributes to Lincoln are most artistically inwoven into the story. They are not a play to the galleries. They are a necessary part of the development of the drama. Glowing and heartfelt, they ring with sentiment that is wholesome and upright. Stephen Brice, of Braminical origin, inclined to look upon democracy as he looked upon the workingman's sweat, as something honest but rank, feels the beginnings of a new thought when in an inn full of ill-groomed men Abraham Lincoln looks kindly upon him and asks, "Do you want me, sonny?" If Judge Whipple had no other claim upon our respect the fact that he sent his Bostonized law clerk upon that errand to Springfield would put him forever in our good graces.

To the student of American history one of the most entertaining features of the book is the treatment of the introduction to the German-American settlement of South St. Louis. We have always understood that it was thanks to the efforts of the Germans of St. Louis that Missouri did not secede, but just what was the character of the German population few of us realized. There were scores of university graduates among the despised "Dutch."

To give in any detail a synopsis of the plot of the story would of course be injudicious. This is a novel that everybody will read who has not already done so, and will enjoy it all the more for coming to it with fresh impressions. And one good thing about it is to be noted: this is not one of those books you read with a feeling that you are virtuously learning a lot of history while mildly enjoying yourself; the history is so integral a part of the story that you forget it is history. (The Macmillan Company, New York.)

A character in modern fiction, sweet, pure, and thoroly womanly in the best sense of the word is sufficiently rare to be noteworthy. Such, however, is the heroine of *Truth Dexter* by Sidney McCall. Truth was a young Alabama girl, brought up from babyhood by her grandfather and grandmother, on a run-down plantation miles away from "folks." The Dexters were staunch Southerners, but the old colonel had a brother who was in a Northern college when the Civil war broke out, and he disgraced the family by fighting on the Union side. After the close of the war he remained North, where he made a fortune. At his death his money was left to his relatives in the South, by whom it was scornfully refused, on the ground that it was "blood money." Before devoting the fortune to an immense statue of Abraham Lincoln, as provided for in the will in case of refusal on the part of the Southern relatives, a young lawyer, Van der Weyde Craighead, is sent down to Alabama from Boston to see what can be done. It is hoped that the old people may be persuaded to accept the fortune for Truth.

Craighead is received with true Southern hospitality, but the strain on the old Colonel Dexter, of the decision regarding the property is so great as to cause his death. The grandmother and Truth are helpless and penniless, and from sheer necessity Craighead is compelled to make all arrangements for the funeral. The old lady, as fine and delicate as a bit of rare china, is almost prostrated by the sudden death of her husband, and to save her life the physician insists that she must be taken to the seashore.

The old lady is utterly unable to look after herself, and Truth is a bashful child, who has never been a dozen miles from home in her life. What to do Craighead does not know,

but finally the thought suggests itself that he marry Truth and take the girl and grandmother into his care. Consent is given, the marriage ceremony performed, and the three leave the old home for the shore. Craighead is sent for, and goes back to Boston.

In the spring Craighead goes South and brings his bride back to Boston. There she suffers all the agonies of the woman who must learn the ways of the world, but she is bright, ambitious, and beautiful. She makes many friends, and after a trip to Europe returns an accomplished young woman.

But, there are difficulties. Before Craighead went to Alabama the first time, he had become the friend of a clever society woman, with whom he was not sure but he was in love. Mrs. Wiley, or Orchid as she was known to her friends, whether from jealousy, or pique, or what not, spoils Truth's happiness by whispering poisonous words regarding Craighead's feelings towards herself. Truth is almost heartbroken, and finally goes home to Alabama with her grandmother, resolved to leave her husband forever. But there comes to her in the Southern home renewed hope in the shape of a son, and Van,



From *J. Devlin—Boss*. Courtesy of Lothrop Publishing Co., Boston.
who has loved Truth all the while, and the wife become reconciled.

The story is very pretty and sparkles with bright dialog from beginning to end. Truth and her grandmother are finely drawn characters, and even Orchid is shown in a womanly light at the end. (Little, Brown & Company, Boston. Price, \$1.50.)

J. Devlin—Boss, by Francis Churchill Williams, is "a romance of politics." The title is a bit misleading, since it would give the impression that the story is perhaps rather coarse, or at least descriptive of coarse people. But the story is in reality one of the most delightful of the season.

Jimmy, in after years "boss" of the twelfth ward, is first met with in the "News" office down town. He had graduated from the street, where he sold papers, to the editorial rooms of the "News," where he carried "copy" and ran errands. Before he had been in the newspaper office two weeks he was at once its terror and delight. But, alas, Jimmy played truant and went to the circus one afternoon. He was caught by the

assistant city editor, and to escape being fired, he sent in a written resignation, to the amusement of all concerned.

It happened that a certain Brady a "politician" was in the city editor's office at the time, where he read Jim's funny resignation. Brady engaged the clever youngster "to run errands and carry messages," and thus began Jimmy's life as a politician.

Jimmy's "steady" was Kate Mayne, who sold papers and won our hero's admiration by her sharp tongue and ready replies. His devotion to her never weakens, but she has other admirers, and finally marries a big selfish bully for whom Jimmy has no regard whatever.

Meanwhile Jimmy, by keeping his eyes open and his wits sharpened, was making his way in the political world. When he felt that he had forced himself sufficiently into notice, he broke with Brady, but with the abounding confidence in self that was always his, he started in on his own hook. The first year or two the few men he had gathered about him counted for little, and times were hard for Jimmy, but his men stood by him, and the first important municipal election showed that he had gained a foothold.

Book Two opens with Jimmy as one of the "Three Czars" of municipal politics, Kate's son, Jack Doran, is a boy ready to begin work in the world, and Jimmy gives him a place in the Union bank which he controls. All these years Jimmy's devotion to Kate's interest s have continued, tho often he keeps away from her home for months at a time. Marcus Doran, the husband, knows Jimmy's feelings, and he plays upon them by making more and more demands upon our hero, "for Katie's sake."

Finally, old Doran is killed, Jimmy retires from politics, and he and Kate continue to be "chums" to the end of the chapter.

The love affair of Jack Doran and Molly Struthers forms a very pretty by-play. Molly is the niece of the vice-president of the Central railroad. Her uncle, tho' a man of wealth, is self-made, and he and his wife preserve their old-time democratic way of looking at things. They welcome Jack to their home, and when, after long waiting the young man with considerable assistance from Molly dares to ask for her hand, the old people are quite content.

J. Devlin—Boss is the picture of the real politician. Jimmy is shrewd, strong, resourceful, and clean-hearted. Unscrupulous as a politician, he is honorable as a man, with a straight word for those who are true to him, a helping hand for all in need. The book is recommended as thoroly clean, and suitable to be placed in the hands of young people. (Lothrop Publishing Company, Boston.)

D're and I, by Irving Bacheller, author of "Eben Holden," is a story of the life of the settlers along the St. Lawrence river in the early part of the last century. It includes the war of 1812, and closes with the review of the army by President Monroe. Ramon Bell, who tells the story, is accompanied in all his adventures by D're, his father's "hired man," one of the queerest of the many queer characters of that time. At first the adventures of the two are only such as might have befallen any boy in the wild, dangerous life of the frontier, but after the opening of the war the two enlist, are given scout duty, taken prisoners, condemned to death as spies, and make their escape under most remarkable circumstances. An odd but entertaining love story runs thru the whole. A résumé of the story will be given in these columns next month. (Lothrop Publishing Company, Boston. Price, \$1.50.)

The Autocrats, by Charles K. Lush, is a novel dealing with problems of politics and business in a large city. The scene of action is a bustling Western city, but the conditions are such as might be found in almost any of our larger American cities, East or West. The principal characters are Henry Bidwell, a capitalist, president of the corporation controlling the street railways. Hugh Bannerton, a young man who opposes Bidwell in an attempt on the part of the latter to get an ordinance passed by the city council giving a monopoly of the street railway business for fifty years. Mrs. Warrington, a strong, earnest, high-minded widow, whose influence is felt even by Bidwell, whose conscience she succeeds in keeping rather unpleasantly active. Edith Crosby, Bidwell's niece, loved and finally won by Bannerton.

Bidwell's great plan is to have the council give the street car company a franchise allowing a fixed rate of fares for a term of fifty years, and giving his company sole control. He calls to his aid one Herman Sprogel, a German, who had made his millions, and who turned to politics for diversion. Thru Sprogel's aid the mayor and several members of the council are bought outright for the franchise. Bidwell himself, with his smooth tongue, gains others, and in various ways gets all the

daily papers with one exception on his side. Shuttle, editor of the doubtful paper, is a rather weak vacillating man, really anxious to be fair, but swerved in either direction by anybody with whom he talks. Bidwell feels it necessary to get "The Watchman" under his own control. He manages to buy all the shares he needs except one block worth \$20,000, owned by a banker in a town sixty miles away.

Meanwhile Mrs. Warrington, who sees what an outrage on the public the franchise, if passed, will be, gets Bannerton, who with the impetuosity of youth is all stirred up over the



Josiah Flynt,

Author of *The World of Graft*.

Courtesy of McClure, Phillips & Co., New York.

matter, to aid her toward frustrating Bidwell's plans. Bannerton manages to get the necessary \$20,000 and rides on his wheel at break-neck speed after the shares of "Watchman" stock. He gets ahead of Bidwell's man, but still, owing to Editor Shuttle's vacillating policy, little is accomplished thereby.

The ordinance passes, and is sustained by the courts as legal. Bidwell has gained his purpose, but the excitement of it all brings on grip which results in his death.

Bannerton, about whose early life there has been some mystery, proves to be Bidwell's son, and Mrs. Warrington's true nephew. He inherits his father's millions and thus is free to marry Edith Crosby, whom he has loved for years, but whom he feared he could never support while a mere newspaper man. He becomes owner of "The Watchman," and, leaving Shuttle as editor-in-chief, takes charge of the political side of the paper.

The book, tho a little heavy at times, is strong. Its purpose is to show what can be done in cities where the better class of men leave politics alone. It should serve to wake citizens to the necessity of at least knowing what is going on in a political way, for the conditions as revealed in the book are such as actually exist. (Doubleday, Page & Company, New York. Price, \$1.50.)

When Josiah Flynt's articles on the existing conditions in the "under world" of Chicago, New York, and Boston appeared in one of the magazines, last year, they called forth considerable discussion. It was said that the writer had, and had not, obtained the facts. It was even hinted in New York that the police would give a great deal to get hold of the man who posed as Josiah Flynt. However this may be. *The World of Graft* is interesting reading. It contains the descriptions of "Chi—an Honest City;" "York—a Dishonest City;" "Boston, A Plain-Clothes Man's Town;" together with reports of conversations with various members of the under world, including "guns" (thieves), "mouth-pieces" (those who act as informants of the police), and others.

Mr. Flynt says of Chicago that, while it is in the opinion of the under-world a wide-open town, it is open because the people want it so. The mayor was elected with that end in view, and accordingly the authorities are honest in acting as they do. New York, on the other hand, is as open to grafters (those who live off the public) as it has been any time in the past ten years. But because the powers that rule try to bluff the public into thinking that they are doing their utmost to keep the town closed, when they are not, "York" is a dishonest city. Mr. Flynt's report of Boston, as obtained from a professional tramp, is that the thieves are not so numerous as formerly. The women of the street, on the other hand, constitute one of the largest armies of the kind to be found in a city of 600,000 inhabitants.

The stories told by individuals concerning their hap-hazardous lives as thieves and crooks, while they may not be so provocative of discussion as the revelations concerning conditions in the large cities, are sufficiently fascinating so that the book better be kept away from boys of the age when they long to spend their lives in search of adventures. (McClure, Phillips & Co., New York.)

For Young People.

Almost everybody enjoys a good bear story. Whether it is because there is something about a bear that appeals to people or whether it is the result of the threats from the nursemaids of our youthful days that "the bears would get us," the fact remains that bears are fascinating animals. The bears' cage at the Zoo is always surrounded by a crowd of observers, and dearth of startling news in the daily papers can be supplied with bear stories to the general satisfaction of readers.

This longing for bear stories is well met by Charles Major in his new book *The Bears of Blue River*. The stories are neither scientific nor even at all "likely," but who cares whether a bear story is likely or not? Blue River bears keep things lively for the settlers and furnish continuous entertainment for the reader, therefore they are good. The stories have been drawn from the legend and folklore of the writer's home in Indiana. The hero who kills at least one bear in every story is a boy of thirteen to, say, sixteen years, Balser by name. The narrow escapes of that boy are marvelous. He has his clothing torn to shreds by one bear, his arm crushed by another, is hugged until he is unconscious by a third, and so far as appears from the stories, he sustains not a single permanent scar. Certainly a boy in his 'teens who has killed or "been in at the death" of at least half a dozen bears is a boy worthy of our acquaintance.



"Let's get out of here."

From *The Bears of Blue River*.

Courtesy of Doubleday & McClure Co., New York.

Here is a sample of the stories. The boys, Balser and Tom, had started out before sun-up in the morning, with their two dogs. They had been walking for several hours, when suddenly a deep growl seemed to come from the ground almost under their feet. What a monster of fierceness that bear was. His head, throat, and paws were covered with blood, and his great red mouth and sharp white teeth gave him a most terrifying appearance.

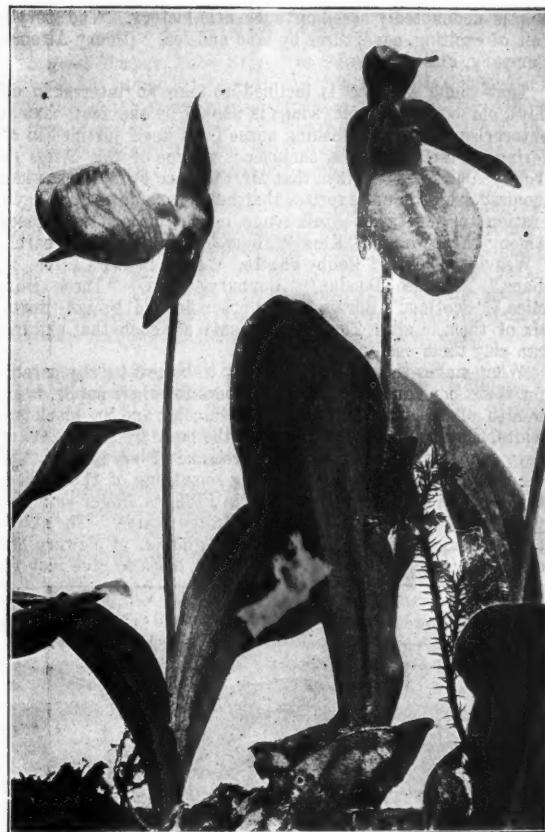
Balser's first impulse was to retreat, but he thought better of it. The bear and dogs moved further and further away, until they were out of sight in the thicket. The boys hurried after them, and boys, dogs, and bear played at hide-and-seek for the next two or three hours. All at once the bear disappeared. The boys looked for the bear for a time, then gave up the search and started for home. All at once the bear appeared again. Tom and Balser were so frightened that they could not move, but the dogs came to the rescue just as the bear sprang upon the boys. Balser received the full force of a great horny paw upon his back. The long sharp claws tore thru his buckskin jacket as if it were paper, and cut deep gashes in Balser's flesh. The pain seemed to revive him from the benumbing effect of the stroke, and when the bear's attention was attracted by the dogs Balser crawled out from beneath the monster and rose to his feet.

The brute turned upon Tom, who would have been torn to pieces had not Balser unsheathed his long hunting knife and rushed into the fight. He sprang for the bear and landed on his back, clinging to him with one arm about his neck, while with the other he thrust his sharp hunting knife almost to the neck in the brute's side. This turned the attack upon Balser, who soon had his hands full again. The bear rose upon his hind feet and caught the boy in his arms for the purpose of hugging him to death.

In the meantime Tom recovered and rose to his feet, snatched up his hatchet and chopped away at the bear's great back as if it were a tree. At the third or fourth stroke the bear loosened his grip upon Balser and fell in a heap to the ground, growling and clawing in all directions. Balser fell in a half conscious condition, close to the river's edge. Tom dashed water in his face, and Balser rose to his feet.

The two boys started to run, or rather to walk away as fast as their wounds would permit. Tom turned to see if the bear was following, but as it was still lying on the ground, he thought perhaps it was so wounded it could not rise. The boys paused for an instant and then limped back to the scene of the conflict. Balser picked up his gun and tried to load, but his arms were so bruised that he could not, so he handed it to Tom who loaded it with a large bullet and heavy charge of powder. Balser then called off the dogs, and Tom, as proud as the president of the United States, held the gun within a yard of the bear's head and pulled the trigger.

The Bears of Blue River is an excellent book to give a boy. It furnishes just the excitement he desires, and as bears in most civilized communities are to be found only in cages and in possession of hand-organ men, it is a pretty safe book. The illustrations are delightful. (Doubleday & McClure Company, New York. Price, \$1.25).



With the Wild Flowers from Pussy Willow to Thistledown.

Courtesy of The Baker & Taylor Co., New York.

"Little Women," and "Little Men," have been dramatized. Both the "Little Women" Play and the "Little Men" Play have been issued in book form, the dramatizations being made by Elizabeth Lincoln Gould, with illustrations by Reginald B. Birch. Each is a two-act, forty-five minute play, easily arranged, and requiring only such stage paraphernalia as can be readily obtained in the home. No more delightful entertainments could be planned for school children and young people generally than these plays will provide. Both could be given in an afternoon or an evening, and boys and girls are so fond of their friends Meg, Jo, Beth, and Amy, as well as Professor Bhaer and his protegees, that they would undertake the preparation for the plays with enthusiasm.

Careful descriptions are given by the dramatizer of the necessary costumes (all of which are very simple), the arrangement of stage, etc. [The characters in the "Little Women" Play, are eight in number : Meg, Jo, Beth, Amy, Hannah, Laurie, Mrs. March, and Mr. Lawrence. The "Little Men" Play calls for ten persons : Professor Bhaer, Mrs. Bhaer, Daisy, Nan, Bess, Teddy, Tommy, Demi, Nat, Dan.

The two plays were published in successive issues of *The Ladies' Home Journal* last year. All rights in the plays are reserved by the heirs of Louisa May Alcott, and all professional performances are forbidden. Amateur productions of either play are limited to one performance only, and it is requested that on the programs acknowledgment shall be given to the *Home Journal* and to the publishers of the plays in book form. (Little, Brown & Company, Boston ; Curtis Publishing Company, Philadelphia.)

Readers of William O. Stoddard's works know that whatever subject he touches upon in fiction he is always interesting. *Montayne* is a recent story by him in which he treats of slaves of old New York. We are taken back to New York city as it existed at the close of the war for independence, and made us acquainted with social conditions and social types as they then existed. The picture he gives of the slave



From *Old Songs for Young America*.

Courtesy of Doubleday, Page & Co., New York.

ship is undoubtedly based on authentic history. The story is full of exciting adventures by land and sea. (Henry Altemus Company, Philadelphia.)

That young America is inclined to take an interest in old days, old books, and old songs is shown by the fact that an enterprising young publishing house feels itself justified in offering to the children a sumptuous volume of *Old Songs for Young America*. The lays that Mr. Clarence Forsythe has harmonized are popular favorites that have come down from generation to generation—folk-songs in the majority of cases. Among them we find, "King William," "Pop Goes the Weasel," "Weevily Wheat," "Bobby Shafto," "John Brown's Little Indians," "Yankee Doodle," "Banbury Cross," "Three Blind Mice," "Scotland's Burning," and other fine old things—forty-six of them in all. The arrangements are such that children can play them easily.

What makes the volume especially to be coveted by parents for their boys and girls, or by teachers for their pupils, is the wealth of fascinating illustration, in color and in black and white, that has been lavished upon the book by Miss B. Osterdag. Both in the drawing of figures and of accessories, Miss Osterdag has succeeded in catching something of the spirit of the century that closed in France in 1789, to linger on a few years more in England and in the United States. The skilful use of Louis Quinze sofas, of Cheval glasses, of flowery blue china, of Colonial doorways and gates, helps to give just the

right touch to the illustrations. The figures are all in character—silk hose, silver buckles on their shoon, and all the rest. Some of the pictures have considerable healthy humor; one can laugh heartily over the two Sandies in "Scotland's Burning," who are pouring water from absurd pitchers. Again the pictures of Jack and Jill have achieved something of the comic possibilities that belong to that classic episode. All the illustrations have been executed in the decorative spirit with a great deal of attention to qualities of line and tone. Good balance in the pages has generally been secured. The artists' color schemes are not at all subtle—they should not be in a children's book—but she has very closely handled her harmonies. The result is the book has that brilliance of color which children love; yet has escaped the garishness which belongs to most colored illustrations in juvenile books.

This excellent song-book deserves a place in every music rack in every parlor—dare we use that good old word?—in the United States. The old songs and the new art are part of every child's birthright. (Doubleday, Page & Company, New York.)

Miscellaneous.

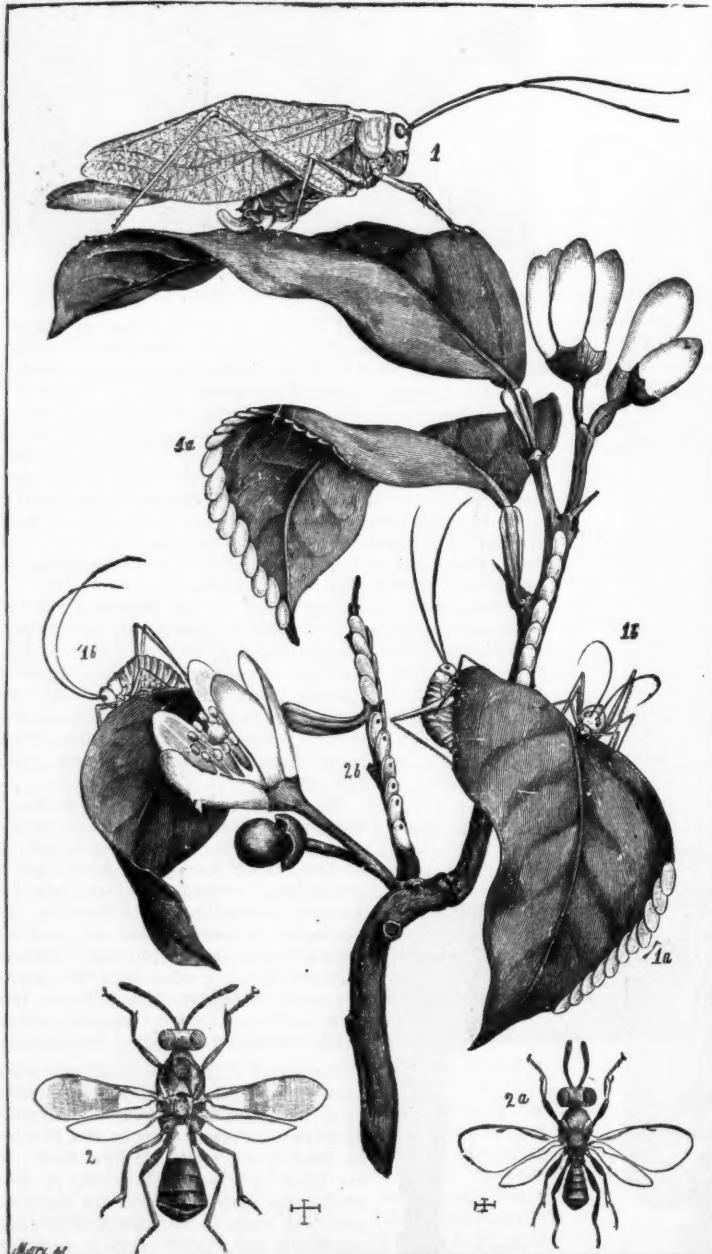
The Insect Book, by Dr. L. O. Howard, chief of the division of entomology, United States Department of Agriculture, is a treasure-house for all who are interested in insectology, and a fairy land for those who have given little attention to the subject. Of course anything written or arranged by Dr. Howard would be good, but this is certainly a remarkably useful and interesting book. Not only are careful descriptions given, as completely as the known facts allow, of the various genera and species of insects, but interest is aroused in each topic by suggestions from the author as to what has not yet been sufficiently studied, so that the reader is minded to start at once to making personal investigations along lines that have never been exactly determined. Not only does the treatise give the characteristics and life history of the insects, but most entertaining facts and suggestions are given on nearly every page. A few of these have been culled, simply to show what fascinating reading Dr. Howard has given us.

The order in which the bees and wasps are found comprises 30,000 described species, but the enormous number of undescribed species inhabiting tropical regions and other out-of-the-way localities would probably swell this number to more than 300,000.

Under the life history of the bumblebee the author describes a unique method of avoiding the stings and gathering the honey, employed by the boys of Kansas. They take a one- or two-gallon molasses jug, fill it partly full of water and place it, with cork removed, within two or three feet of the nest. The bees are then aroused by beating the nest, after which the boys remove themselves hurriedly to a safe distance. The enraged bees swarm out, the jug at once attracts their attention and numbers fly about it and over its open mouth. The jug gives an answering roar to their angry humming. Excited beyond measure by this noise the bees fly at the mouth of the jug and one after another pop in until all have entered. After robbing the nest the water and bees in the jug are emptied, and the bees soon recover and start off to found new colonies which other boys will probably rob.

The potter-wasps form globular cells of clay or sand which are attached by a pedestal to some small twig. Certain beautifully shaped Indian vessels and baskets have precisely the form of these cells, and it is probable that the observant aborigines deliberately copied the insect design.

The habits of ants can be studied in a school-room by establishing a colony in an artificial nest. Take two pieces of window-glass ten inches square, a sheet of tin eleven inches square and a piece of plank one and one-quarter inches thick, twenty inches long,



The Katydid.
Courtesy of Doubleday, Page & Co., New York.

and at least sixteen inches wide. Cut a triangular piece about an inch long on the two short sides, from one corner of one of the panes of glass. From the tin make a tray three-eighths of an inch deep. On the upper surface of the plank, near the edge, cut a deep furrow. Keep the furrow filled with water to prevent the escape of the ants. Place the tin tray on the plank, within the furrow, lay the square pane of glass in the tray, and along the edges of the glass lay four strips of wood one-half inch wide, then put in a layer of fine earth, and lay on the strips of wood the pane of glass from which one corner has been cut. Cover the whole with something that will keep the nest dark.

Mosquitoes in many localities can be gotten rid of (1) by drainage of the swamps or ponds in which they breed, (2) by use of kerosene upon the surface of the water, (3) by the introduction of fish into fishless ponds to eat the larvae of the mosquitoes. It must be remembered that mosquitoes will breed in any transient pool or in any receptacle where water is left standing a week.

An entire generation of cat or dog fleas may be developed in about a fortnight, and since the female lays many eggs, it is not surprising that persons having cats or dogs about the house will frequently find their domiciles overrun with the active creatures. To destroy them, spray the floors or floor coverings with benzine or wash the floors thoroly with hot water and soap.

The largest of the northeastern brood of the seventeen-year locusts made its appearance in 1885, and is due again in 1902.

And so it goes all the way thru. The book is packed with useful information. It is illustrated with the finest and most accurate plates that could be made, most of the insects being photographs from life. (Doubleday, Page & Company, New York. Price, \$3.00.)

A man who tells us truthfully about *Worry and How to Avoid It* is a public benefactor, tho it is to be suspected that his prescriptions to victims of chronic "Americanitis" will seem like the advice given to the Persian king "to sleep in the shirt of a happy man." The king's couriers scurried thru the country in search of a happy man, and the only one they found was a rollicking beggar with never a shirt to his back. Dr. Haydn Brown's recipes for freedom from worry involves apparent sacrifices, but they are none the less valuable and worthy to be followed. His chatty little book is that of a very sensible physician and should be especially commended to high-strung teachers. This little rhyme, which he quotes with approval, is worth remembering :

"For every worry under the sun
There's either a remedy or there is none.
If there is one, try and find it;
If there is not one, never mind it."

The Forest Schoolmaster, by Peter Rosegger, translated from the German by Frances E. Skinner, ranks as a book of fiction of unusual importance. The translator could not have made a better choice from the works of the Austrian author for presentation to the American public. The experiences of the schoolmaster are to a large extent autobiographical, for Rosegger has lived a great part of his life amid the scenes he describes. The life of Andreas Erdmann, the hero, is passed among a wild community in the mountains. Their affairs, their births, deaths, and marriages, are shown to the reader thru the medium of this partial dreamer, who, in telling the story of the villagers, unconsciously tells the story of his own soul. The schoolmaster is the guiding light of the little community ; he causes a school and a little church to appear and the hamlet is given a name, and yet he keeps in the background and the villagers do not appreciate him at his true worth. Even the younger generation he has brought up look upon him as a doddering old schoolmaster, but his work is none the less real. The narrative has that freshness and truth which will be very grateful to those who have grown tired of artificial fiction. (G. P. Putnam's Sons, New York.)

In *The Woman Who Trusted*, a story of literary life in New York, Will N. Harben presents a realistic picture of the struggles and tribulations of a young writer. The author writes his own experience into the book in a convincing way. His management of the plot and his handling of the characters are both admirable. The picture he draws of the young girl who maintains an unfaltering faith in her friend is one of the best things done of late in fiction. Other characters are depicted with equal skill. It may be interesting to note that the author is a protégé of *Uncle Remus*, of the *Atlanta Constitution*. (Henry Altemus Company, Philadelphia. Price, \$1.00.)

Literary News.

"The Old Corner Book Store" in Boston with its origin is described by Lilian Whiting in the September *Literary Era*. She says that the present building dates back to 1712 ; "but the former one on this site was the home of Mistress Anne Hutchinson, the irrepressible, who led her townspeople a pretty dance and got herself banished from the colony for her pains."

One of the prettiest catalogs of the season comes from the Messrs. T. Y. Crowell & Company. The booklet is most appropriately decorated on the outside with a reproduction of Millet's "Cosy Corner," surrounded by poppies—it is the autumn catalog—in color. The inside is quite as attractive as the cover, being illustrated throughout, and containing descriptions of the books, new and old, published by the Crowell Company.

The *Century Magazine* will publish next year a series of papers containing new and hitherto unprinted information regarding several famous English and American authors. The list includes Tennyson, Emerson, Browning, Bulwer, Holmes, Whittier, Stevenson, and Bryant.

It is very hard in literary matters to go by hearsay. For instance, a young publisher said the other day, "There is absolutely no sale for books of poetry. People simply won't buy them. I don't believe any book of poems published this year has sold 1,000 copies." Yet other young publishers seem to find the market for the Muses not so unfavorable. Holman F. Day's *Up in Maine* is said to have gone thru three successive editions of 2,000 copies each in the last six months. That is a very good record for a book declared by Congressman Littlefield, who wrote the introduction to it, to be "a book with a purpose, that purpose being to sell as many copies as possible."

A new departure is announced for *St. Nicholas*. It will no longer have serial stories, but every other number will contain a complete long story. The departments of "Nature and Science," and the "St. Nicholas League," have done much to add to the popularity of this excellent magazine.

Justin McCarthy is writing a "History of Queen Anne's Reign." The work, which is to be in two volumes, will be published by Harper & Brothers. Upon the completion of this history, Mr. McCarthy will have written a continuous narrative of politics, social legislation, art, and literature from the beginning of the eighteenth century to the close of the nineteenth. The Queen Anne history will be uniform with the volumes on the "History of Our Own Times."

Mr. Graham Balfour, who is preparing the life of "Robert Louis Stevenson," in place of Mr. Colvin who was obliged to abandon the undertaking because of ill-health, is a graduate of Worcester college, Oxford. Mr. Balfour studied in Germany for two years after leaving college, and was later admitted to the bar in London. On one of a long series of travels he went to Samoa, where he met Stevenson for the first time. The two became excellent friends, and it is at the wish of Mrs. Stevenson that Mr. Balfour has undertaken the work.

The official "Life of James Russell Lowell," by Horace E. Scudder, will be issued shortly in paper covers, from the press of Houghton, Mifflin & Company. The work will be in two large volumes, and will include, besides the text, two portraits of Lowell, with other interesting illustrations. Mr. Scudder resigned the editorship of the *Atlantic Monthly* to undertake this work, and he has attempted to bring out a biography which shall be definitive, authoritative, and critical.

Houghton, Mifflin & Company make the important announcement that the *Life Everlasting*, by the late John Fiske, will be published shortly. The massive and simple style of Mr. Fiske was never exercised to such advantage as in dealing with the graver matters of human destiny, and this volume will possess strong attraction for thoughtful teachers. It certainly forms a most fitting conclusion to Mr. Fiske's literary labors. It will be printed exactly as it left the author's hands.

Some hitherto uncollected material concerning Edgar Allan Poe, much of it never before in print, has been gathered by Prof. James A. Harrison. *New Glimpses of Poe*, as the collection is entitled, includes an account of Poe's connection with the University of Virginia ; his early career, with *fac-similes* of certain manuscript records now in the archives of the university, and three unique reproductions of the bronze bust of Poe, by Zolnay, now in the library of the university. The book is published by M. F. Mansfield & Company, New York.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 28, 1901.

Perhaps the most interesting statistics yet available regarding the value of the so-called higher education are to be gathered from *Who's Who in America*, a biographical dictionary of notable living men and women of the United States. There are included in the book 11,551. Of these 8,599, or more than three-fourths, have received "higher education;" i.e., have received education in colleges, or in normal, legal, theological, naval, military, or other technical schools. Among these names the following figures have been gathered, allowance, of course, having to be made for many duplications:

Graduates of universities and colleges bestowing bachelorette degrees, 4,521; students at foregoing class of institutions, but not graduated, 965; educated in foreign institutions of higher education, 366; technical schools, 327; theological schools, 949; law schools, 521; normal schools, 117; graduates of United States naval academy, 121; non-graduates of same, 14; graduates of United States military academy, 168; non-graduates of same, 36; graduates in medicine, 717; miscellaneous, as art schools, music schools, etc., 282.

Some idea of the growth of the Roman Catholic parochial school system may be gained from the statistics of Massachusetts where there are sixty-eight schools with 825 teachers and about 41,000 pupils. Several new schools are in process of erection. In Boston alone the added expense to the public school authorities last year, had the parochial schools been closed, would have been \$444,000. The total cost of elementary education in Catholic schools in the state was \$1,401,800. This sum is certainly very creditable to the devotion and zeal of the Catholic population. Nevertheless the *Boston Traveler* is mistaken in proclaiming it a saving to the community. The money comes from the products of labor whether it is expended thru the agency of the municipalities or thru the church. If dollar for dollar the results from the expenditure that is made thru the church are greater and better than the results secured thru the state, the parochial schools have certainly effected a saving to the community, but not one that can be measured by the lump sum of their cost.

The total army of teachers in the greater New York at the beginning of the current school year is reported to be 11,169. Of these 6,189 are in Manhattan and the Bronx, 3,970 in Brooklyn, and 1,000 in the boroughs of Queens and Richmond. There are in the whole United States about 300,000 teachers in public schools.

The room exclusively for children at the Smithsonian institution ought to be a very popular feature. The scheme originated in the fertile brain of Prof. S. P. Langley, of flying machine fame. The artistic planning of the room has been done by Miss Una Atherton Clarke. All sorts of natural history objects, that will specially interest children, are on exhibition there, and placards tell the names in plain English.

About the Danish West Indies the following facts are to be known: the islands have not been a paying proposition, for the amount asked by Denmark, 16,000,000 crowns, just about covers the accumulated deficit that Denmark has been compelled to make good from her treasury. The only valuable asset is the harbor of St. Thomas, which is of some account strategically, altho now that the United States has Porto Rico the necessity of a naval station in the Caribbean sea has practically disappeared. The Danish government stipulates that the people of the islands shall become American citizens with rights of free trade with the United States and not be mere "appurtenants" as the Porto Ricans were.

Ringing Words.

The school has more to do than to teach the arts of reading and computation, altho there are many who would like to limit its range to these. Attention has been called before this to the lamented Maltbie D. Babcock, as one who took a true view of the teacher's field of work. Below are given some lines written by him which correctly interpret the man. We reckon him as a teacher altho he limited his work to the pulpit; he reminds one of Phillips Brooks, yet was an entirely different type of man. The world is poorer since he left us.

Is it not strange that this man selected Pestalozzi as the theme for one of his most eloquent sermons last winter, and yet, that not one in three teachers have ever read the life of one of the most remarkable personages the world has produced! Yes, the lamented Babcock had imbibed the spirit of Pestalozzi. It was this spirit that differentiated him from other men in their pulpits. And so it is that the spirit pervading the teacher distinguishes him from others who probably possess as much knowledge as he, but who would fail if they were set to work in the school-room.

Be strong!

We are not here to play, to dream, to drift;
We have hard work to do, and loads to lift.
Shun not the struggle; face it; 'tis God's gift.

Be strong!

Say not the days are evil, who's to blame!
And fold the hands and acquiesce—Oh shame!
Stand up, speak out and bravely in God's name.

Be strong!

It matters not how deep entrenched the wrong,
How hard the battle goes, the day how long.
Faint not; fight on; to-morrow comes the song.



In the Steps of Pestalozzi.

An enthusiastic admirer of the great Swiss educator, S. Louise Patterson has lately made "A Pestalozzian Pilgrimage" which she describes in the September *Chautauquan*. She started in with the "Haus zum Schwartzen Hom" in Zurich where Pestalozzi was born and where as a boy he gained among his unappreciative comrades the epithet of "Inquisitive Harry of Foothill." The old house is still standing, bearing the date of its erection, "A.D. 1691." The ponderous door, the massive iron grip, the stone floor, the broad staircase with railing of ancient pattern all reveal the environment in which the philosopher grew to manhood. Here Pestalozzi was born in 1746, and in the neighboring house, "Zun Pflug," was born Anna Schultheiss, Pestalozzi's wife. It is a very pretty story, that of their childhood acquaintance. Anna's parents kept a confectionery shop, and little Pestalozzi early formed the habit of going into the shop with a penny to buy sweets; here he was waited upon by the little girl who waited upon his wants thru her life.

Another shrine in Zurich is the Pestalozzianum where is shown a permanent exhibition of the products of mental and manual training according to the Pestalozzian idea. In this there is a room known as the "Pestalozzi Stübchen," containing a marble statue of the philosopher, the famous painting by Schoener, the picture of Mme Pestalozzi, gracious and benign, the idolized "Jakoble," and little Gottlieb, frail and pure, together with portraits of many others associated in the good work. Various personal articles are also exhibited, locks of hair, snuff boxes, etc. The leading spirit of the Pestalozzianum is Dr. Hunziker whose grandfather was a warm friend of Pestalozzi.

Lately a statue of Pestalozzi has been erected in the South—Escher Platz, and the occasion of the dedication was made interesting by the fact that the mayor of the town was Dr. Pestalozzi, a collateral descendant of the great educator.

After Zurich the next point of interest in chronological order was Neuhof, the country home of Pestalozzi, near Birrfeld in the Canton Aargau. The original dwelling which Pestalozzi built in 1769 for the reception of his bride was burned in 1858, but the walls and roof have been restored so that the exterior of the present building is substantially like its original. In front of the house stands a stately tree which Pestalozzi himself planted. The residence itself is now used as a storehouse for wagons and farm implements. The spot is, of course, sacred, since here Pestalozzi planted the seed from which has grown the social settlement idea of today, living, as he said, "with beggars in order to teach beggars to live like men." Here he inaugurated the present system of helping the dependent and indigent classes, "not thru alms, but thru development of their own powers." Here he founded the modern system of ethical culture, the coördinate training and symmetrical development of the three H's—head, heart, and hand—in contradistinction to stern and prosaic drill in the three R's. Here the modern system of instruction by means of object lessons—*Anschaulichkeits Unterricht*—had its first trials and triumphs; and here the classic "Leonard and Gertrude" was written between the lines of an old expense book at a time when Pestalozzi was too poor to buy stationery. Neuhof is not well kept up, but it deserves to be, for all sorts of hallowed recollections cluster about it.

In a neighboring churchyard rest the mortal remains of the great educator. For about twenty years after his death people obeyed his desire for a simple grave." A rough hewn stone will do," he said, "I myself am nothing else." Until 1846 a common field stone and a rose-bush marked his resting place beside the old school-house. At that time an imposing monument was erected which Nature has since profusely covered with lovely Swiss ivy. With singular propriety this memorial is incorporated into the very structure of the school-house, forming the rear gable end thereof, which meets the churchyard at the very spot where his remains are interred, and here is the written sermon in six words: "All for others ; for himself nothing."

Personal Characteristics.

Anecdotes and reminiscences still abound among the villagers. It is told of Pestalozzi that he was very fond of dropping in upon the village school; that he had a chronic habit of sucking his handkerchief; that whenever a new idea struck him he would go straight to bed and stay there until he had elaborated it. He used to go stealthily into taverns and secrete himself during a whole evening where he could properly contemplate the real condition of the people he wished to reach. The anecdote is related that on one such occasion he hid himself away in a chest and, not being able to raise the lid when he wished to make his exit, he rapped upon it, much to the consternation of the loungers who thought that the devil was running after them bodily. Everything shows that the people of Aargau regarded him only as a dreamer, a visionary, impractical man who had tried many things and failed in them all. Nobody conjectured that a hundred years hence inquiries would be made regarding him and his theories.

At Stanz, in Canton Unterwalden, Pestalozzi conducted an orphan asylum—for six months in 1799. The site of this experiment was visited, but the building was found to be so completely remodeled that nothing visible can be traced back to Pestalozzi, and the convent authorities seem actually to discourage inquiries regarding him. The educator was not popular with the people of Stanz. He was a Protestant sent as a teacher of youth into a strongly Catholic canton, and he naturally encountered there misrepresentation and distrust. Yet he used to look back to his sojourn at Stanz as among the most blissful days of his life. It was a sorry day for him when the exigencies of the Napoleonic campaign compelled him to close the asylum in order that it might be fitted up for the reception of disabled soldiers.

The school council of the city of Burgdorf was the first educational body to report favorably on Pestalozzi's method and to offer him an opportunity to demonstrate its worth. The old castle which sheltered his school is now used as a city hall and contains also the residence of the stadholder and sheriff. One little room high up in the tower is still associated with the philosopher and is known as "Pestalozzi's Stübchen." The prospect from it is enchanting, but it is doubtful if Pestalozzi in looking out was not more impressed with the sadness of undeveloped possibilities in the souls about him than by the charms of the landscape. On one of the inner walls of the castle is a tablet, a tribute of gratitude from the people of Burgdorf. Translated it reads as follows:

1799 Heinrich Pestalozzi, 1804

Out of Gratitude, Dedicated by
The City of Burgdorf, 1888.

The voice within us says :

Live not for thyself alone !
Live for the brethren !

In Yverdon, Canton Vaud, is the old feudal castle which was the scene of Pestalozzi's most flourishing undertaking. Here Froebel sought him out and received the inspiration which led him to forsake architecture and become an educator. Froebel was twice at Yverdon, feeling each time "the powerful uplifting, and indefinable effect produced by Pestalozzi when he spoke." Yverdon became a Mecca for those who found the ordinary systems of education uninspiring. Nearly every government in Europe at one time had its representatives at Yverdon studying the Pestalozzian methods with a view to introducing them at home. The death of Mme. Pestalozzi was the unfortunate event that dealt the institution at Yverdon its death blow. The philosopher had no executive ability and no idea of the value of money. He was obliged to trust the financial management of his school to strangers who misused his confidence for their own selfish ends. In 1825 the renowned school at Yverdon was dissolved and Pestalozzi, overwhelmed with the sense of mortification and defeat, retired to Neuof, "ein armer Muedling," as he called himself, and there remained until the curtain mercifully descended upon the tragedy of his life.

The old castle Yverdon is now used as the public school building of the town, and the large room with brick floor which served as a dormitory in Pestalozzi's time does duty as the town library. The benches in the school-rooms are so old and so uncomfortable that the visitor naturally asks if they do not antedate Pestalozzi, but the guide says they are a later creation. Just outside the castle stands the bronze statue representing Father Pestalozzi in his characteristic attitude of talking with two children.

The house in which Pestalozzi died in the ancient city of Brugg is a stone structure in perfect state of preservation, and bears the usual memorial tablet. The room in which his end came is now occupied by an accommodating dentist, himself a great admirer of Pestalozzi.



Prin. H. Thistleton Mark, of Owens college, Manchester, England, has given a capital report of his inquiries into the ideas underlying education in this country, in a recent book entitled, "Individuality and the Moral Aim in American Education." Everyone interested in honest and intelligent criticisms of the practical workings and results of the teaching in our public schools and the underlying ideas, will be delighted with the book, of which a review will soon appear in these pages. Meassrs. Longmans, Green, & Company are the publishers.



The conclusion of Supt. Greenwood's splendid address, of which the first installment appeared in "The School Journal" last week, will be published in the issue of October 5.

The Educational Outlook.

Discouragements of Teachers.

BALTIMORE, MD.—“The first obstacle many a conscientious teacher has to overcome is the discouragement of self-distrust,” said Dr. Charles C. Boyer, of the Keystone state normal school, speaking before the Baltimore County Teachers’ Association. A great many teachers are painfully conscious of their deficiencies of preparation and present strength. They distrust their ability to enter into the lives and thoughts of their pupils or to exert their wills in such way as to command and mold the wills of others.

Some teachers of this type are really lacking in qualities of leadership and should seek some other vocation; but of the majority it is true to say that their talents have not been ripened. Their very dissatisfaction with existing personal qualifications is a sign that they have higher capabilities. They ought to be in every way encouraged to believe that they can transcend their limitations. The successful teacher is one whose fund of knowledge is always increasing and whose strength to bend and mold the wills of boys and girls is always growing greater.

Teachers who work under the disadvantages of bad physical conditions, in buildings and environments which are poor and squalid, are as a class liable to special discouragements. Their efforts seem lost in the general debasement about them. These instructors, who are in reality doing missionary work of priceless value, deserve to meet with constant counsels of good cheer. They must be made to realize that their efforts to influence children and their parents are meeting with fruition.

Underpaid teachers are pretty likely to be discouraged teachers. The salary question is an important one. Districts that fail to pay their educators salaries which permit the making and support of homes lose the most vital element of strength and moral good, the influence on a teacher’s own life of home feelings and interests.

Dr. Boyer’s address was listened to with deep interest by the 350 teachers gathered in McCoy hall. This meeting of the county institute was one of the best in its history.

The instructors besides Dr. Boyer were: Mr. M. Bates Stevens, who made the opening address; Miss M. Louise Edwards, of Baltimore; Mrs. Ida A. Elliott, of Chicago; Mr. Clinton H. Spurrier, principal of the Dickeyville school, with Messrs. Thomas C. Galbreath, of Harford county, and Mr. George Biddle, of Cecil county, as visiting examiners.

The colored teachers of the association had separate meetings of their own at Morgan college. These were presided over by Prof. J. H. Lockerman. Addresses were made by State Supt. M. Bates Stevens, Dr. C. C. Boyer, and Dr. L. B. Moore, dean of the department of pedagogy, Howard university. There was also an extensive exhibit of manual training work by pupils of Mr. D. F. Shamberger, instructor at Sparrows Point.

For a Playground Center.

WASHINGTON, D. C.—Prin. Raymond Riordan, of the Greenleaf school, has a proposition for a public playground of a sort somewhat different from the type developed in the cities further north. His idea has now the cordial approval of Supt. Stuart and of Gen. Harries of the industrial committee. The school board will pass upon it shortly.

Mr. Riordan’s plan in brief is this: He would have a playground open not only to school children, but to all the members of the families in the neighborhood. It happens that there is hard by the school a good sized lot already owned by the district and serving only the purpose of storing a few piles of truck. It is nearly 350 feet square. This lot would be converted into a park, with ball field, tennis courts, bowling alleys, swings, etc. There would also be workshops for boys and men, a reception room, and some 800 square yards for vegetable gardens.

The plan is to have the grounds open from 6 A. M. to 10:30 P. M. in summer and from 8 A. M. to 10 P. M. in winter. Only residents of the Southwest section will be admitted and the rules regarding conduct will be severe and strictly enforced in order that the playground may not become a rendezvous for idlers. A club-house with nine well lighted and well-heated rooms is contemplated. To enjoyment of the privileges of this the children and their parents will always be welcome.

“We want to benefit those who do not attend school,” says Mr. Riordan, “and we can force many young workers to attend night school by making that a condition for them to enjoy the privileges of the playgrounds and club-house. We want to benefit the men and women by giving them a place of cheerful, social pleasure, without cost and without danger. The club-house would not only prove a power in uniting parents and teachers, it would rival the corner gossip party and the saloon.”

Mr. Riordan has been in charge of the vacation school for the past three summers, and speaks from accurate knowledge of the conditions of the district.

Mr. Gilbert on Regents’ Examinations.

ROCHESTER, N. Y.—“It is not to these examinations as such, but to the slavery to them, which I find in many school-rooms that I object,” was the theme of Supt. C. B. Gilbert’s address to school principals, September 10. The difficulty, he stated, lies in the fact that teachers are trying to teach up to old examinations papers instead of to an adequate comprehension of subjects. They work on the principle that if pupils can answer the papers of the last five years, they will be able to pass the coming test. Such teaching is subversive of all good scholarship. It stunts the intellectual growth of the children. Every teacher in Rochester schools who has a pile of old papers in her desk should send them heaven-ward in smoke. The right way is to teach each subject the best way the teacher knows, regardless of the regents’ examinations, and then when the pupils come to take these tests it will be found that they will pass better than if they had been prepared by study of papers previously given. Examinations are all right. It is well for a pupil to stand up now and then and measure his strength. But the abuse of examinations is an educational crime.

Mr. Gilbert also gave an indication of his attitude toward the teaching of civil government. The subject is one, he said, which we are required by law to teach. Therefore it should be taught honestly—just enough of it to comply with the law. Children in the public schools should undoubtedly learn something about institutional affairs, but it is not especially desirable that every sixth grade child should know all the duties of a member of congress or that the pupils of the seventh grade should be familiar with the functions of the commissioner of deeds and the coroner.

Readjustment of Course of Study.

BALTIMORE, MD.—The new course of study as worked out by Supts. Van Sickle, Wise, and McCahan, was adopted by the board of education, September 11. Very important changes are made. Henceforth promotion will be upon an individual basis. The curriculum of the elementary schools is divided into eight parts, corresponding to the eight school years. Each part is subdivided into two parts, to be known as Class A and Class B. Promotions will occur every half year.

The course of study is to be regarded as a guide to the selection and sequence of material rather than a prescribed amount of work to be done. Home work may be assigned from the third grade up. The daily marking of recitations is not approved. Unannounced examinations are provided for, to occupy no more time than the regular recitations. Manual training in the first three grades will be carried on under the direction of the supervisor of drawing. Arithmetic will be taught informally and objectively in the first grade and, as far as possible, in connection with manual and other exercises. Geometrical ideas are to be introduced early; algebra will appear in the sixth grade. The statement of the aims in the teaching of ethics is as follows:

“Such instruction in morals and manners is to be given to pupils of all the grades as will foster a spirit of kindness and courtesy toward one another, a feeling of respect toward parents, teachers, and those in authority, and cultivate habits of order, cleanliness, and truthfulness. Endeavor to cultivate in the pupils the sentiment of kindness toward animals and a feeling of abhorrence of every species of cruelty and brutality. Love of country, a sense of public duty and of submission to authority should be carefully inculcated.”

The board has also made an important decision regarding admission to the training school for teachers. The number of new pupils is to be limited to fifty. As there are more than one hundred who are eligible for admission this year, considerable disappointment can be predicted.

The following teachers have been elected:

Assistant in history and civics in the city college—Dr. George L. Radcliff, lately principal of the high school, Cambridge, Maryland.

Assistant in Latin in the city college—Richard C. Williams, formerly a student in the City College and a graduate of Princeton university.

Teacher in stenography and typewriting in the city college and Eastern high school—William C. Smith, teacher of the same branches in Tome institute.

Thomas C. Bruff, transferred from Group X to be principal of Group W, in place of Thomas O’Hara, resigned.

Walter Welslager, vice-principal of school No. 20, transferred to vice-principalship of school No. 63.

David G. Butterfield, of school No. 20, appointed vice-principal of the school.

Fannie L. Barbour, transferred from vice-principal of school No. 112, to be teacher of English and mathematics in the colored high school.

Alphonso O. Stafford, elected teacher of history in the colored high school.

Mason A. Hawkins, educated in the schools of Baltimore and Harvard university, elected teacher of Latin, Greek, and German in the colored high school.

In Favor of Local Tax.

ATLANTA, GA.—State School Commissioner G. R. Glenn, in his annual report makes a most earnest appeal to the legislature to devise some system by which money for the support of the schools can be raised by local taxation. The present constitution of the state requires that before any tax levy can be fixed in the counties two successive grand juries shall recommend such levy and their recommendation shall be ratified by vote of two thirds of the qualified voters of the county. A more effectual way of blocking local taxation could hardly have been devised. In several counties efforts have been made, unsuccessfully, to get the right to supplement the state apportionment.

Local taxation is the only remedy in Mr. Glenn's view, for present evil conditions. There are in Georgia about 665,000 children of school age. Eight-ninths of these are in the rural districts. They go to school less than one hundred days in the year. Their teachers reach an average of less than \$130 each. Italian laborers in the streets of Atlanta are better paid than district school teachers. The first need is money. To secure a long term school, a capable teacher, and an enriched course of study you must have money; and experience has shown that people contribute most liberally to the support of their schools where they tax themselves locally.

This issue, continues the writer, ought to be made the burning one in the state of Georgia. The very life of the children of the mountain districts and of the plains is at stake. The narrow limitations and the depressing atmosphere of their environment will doom them to existence of peasant pauperism unless new opportunities are put in their way. The well-equipped school-house and the skilled schoolmaster can make these mountains and these children of the pine forests of more value to the state than all the gold in the hills and all the pines of the plains.

New England Notes.

BOSTON, MASS.—Mr. Ferdinand Abraham, for a number of years a member of the school board, committed suicide the first of September, the result of despondency over business reverses. He was always deeply interested in education.

CAMBRIDGE, MASS.—One of the notable changes of this year in connection with Harvard university is the opening of the new dormitory of Radcliffe college, Bertram hall. This changes the standing of Radcliffe from a day school to a dormitory institution. The freshman class of this college is larger than those of preceding years, and the attendance is increasing faster than that of Harvard college itself.

Assistant Professor Howard becomes a full professor, as the result of the retirement of Professor Goodwin, tho he holds the chair of Latin instead of Greek. Mr. Hurlbut, the secretary of the university, has been appointed assistant professor of English, and will have charge of the required freshman course. The secretary of the Lawrence scientific school, Mr. Love, has also been appointed an assistant professor.

BROCKTON, MASS.—Mr. M. S. W. Jefferson, sub-master in the high school here, has been elected instructor in geography in the normal school at Ypsilanti, Mich.

How Providence Handles Child Labor.

PROVIDENCE, R. I.—There are about 3,000 children in this city, between the ages of twelve and fifteen who work about seven months of the year; that is to say, all the time that the law allows. The Rhode Island law forbids the continuous employment of children under twelve years; those between twelve and fifteen can be lawfully employed if they attend school one of the two terms of the year. They are not allowed always to choose which term to attend, but must

take their chances of getting a labor certificate from truant Commissioner Whittemore who tries to keep the sections of children at work and children at school about equal. In some cases of extreme poverty a child may work right thru the year, but this exemption is not often granted, being generally allowed as the result of a written request from the overseers of the poor. "We have to avoid sending families to the poor farm," says Mr. Whittemore.

The presence of so many children who are away from school half the year creates problems of great difficulty for the teachers. Most of them are very indifferent students and forget all they know between terms.

Death of Supt. Benham.

NIAGARA FALLS, N. Y.—The death of Supt. Nathaniel L. Benham which occurred Aug. 3, was not properly reported to *The School Journal* owing to the absence of your correspondent from the city. Mr. Benham died from the effects of a sudden convulsion. Needless to say his death came as a great shock to the community in which he has worked so long and faithfully. Mr. Benham was born at Seneca Falls, this state, in 1851. He began teaching in the schools of his native place when he was but seventeen years old. While thus teaching he studied law and in 1878 he was admitted to practice. He went to Buffalo in 1880 to take employment in a railroad office. Four years later he returned to educational work, being elected to the principalship of the Union school, this city. In 1891 he was chosen superintendent. No man was ever more earnest and enthusiastic in an educational position than was Supt. Benham, and it was mainly thru his efforts that the \$150,000 appropriation for a new high school was recently made.

J. W. F.

Educational Meetings.

Oct. 18.—Connecticut State Teachers' Association at Hartford.

Oct. 18-19.—New Hampshire State Teachers' Association at Manchester.

Oct. 24-26—Vermont State Teachers' Association at Burlington.

Oct. 25-26.—Southeastern Ohio Teachers' Association, at Jackson.

Oct. 25-26.—Northern Illinois Teachers' Association at Elgin.

Oct. 26.—Southwestern Ohio Teachers' Association at Hamilton.

Oct. 31-Nov. 2.—Rhode Island Institute of Instruction at Providence.

Nov. 8-9.—Central Ohio Teachers' Association at Cincinnati.

Nov. 25-27.—Oregon State Teachers' Association at Portland.

Nov. 28-30.—South Central Missouri Teachers' Association at Mountain Grove. President, W. H. Lynch.

Nov. 29-30.—Northwestern Ohio Teachers' Association at Toledo.

Nov. 21-30.—Eastern Ohio Teachers' Association at Zanesville.

Nov. 29-30.—Massachusetts State Teachers' Association at Worcester.

Nov. 29-30.—Association of Colleges and Preparatory Schools of the Middle States and Maryland.

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The thirteen Cuban teachers who are to follow a special course at the New Paltz, N. Y., normal school arrived in New York Sept. 20, by the steamer Santiago from Santiago.

Miss Julia E. Fallett has been appointed supervisor of the domestic service department in the public schools of Brooklyn. Miss Fallett is a graduate of Cornell university, has studied art abroad, and has just finished with high credit the course in domestic economy at Pratt institute.

At the Girls' high school Brooklyn, the Misses Mary I. Seymour and Lulu M. Stone have been promoted from the rank of junior to that of senior professors. Miss Bessie D. Sullivan, a graduate of Wellesley, has been taken on as junior teacher.

GLEN COVE, L. I.—The schools have opened under excellent auspices with the teaching force increased by several additions. At the high school two new teachers have begun work: Miss Elizabeth Underwood, a graduate of Smith college, who takes charge of the department of mathematics, and Miss Anna Ogden, from Mt. Holyoke college, who will teach science.

ELIZABETH, N. J.—Special memorial services were held in all the schools Sept. 19, the day of President McKinley's funeral. The nature of the program was left to the discretion of the principals, tho a letter embodying some of the ideas desirable to be inculcated was sent out by Supt. W. J. Shearer.

Schools in Mourning.

Memorial exercises were very generally held in the schools last week. The Hall of Education was draped by Mr. Snyder and his assistants in a very artistic and appropriate fashion. The exercises at the City college were impressive. Gen. Alexander S. Webb, president of the college, delivered a fine address, dwelling upon the magnanimity of and orderliness of the American people as shown at the deaths of Presidents Lincoln, Garfield, and McKinley, and declaring that that spirit is the mainstay of the republic.

At public school No. 44, William A. Boylan, principal, Mr. William Sherer, manager of the New York clearing house, was the orator of the occasion. The music under direction of Mr. A. E. Hill was particularly fine. The entire school, teachers and children, appeared dressed in black and white at public school No. 57, Miss Elizabeth A. Duggan, principal. The speakers were the Rev. Francis H. Wall, Rev. Daniel Russell, and Rev. James J. Flood.

Special exercises were held in the public school at 104 East Sixteenth street, Miss Margaret P. Duggan, principal, at which Rev. A. J. Atkinson, of St. George's church, and Rev. P. Odell Russell, of the Church of the Nativity, addressed the pupils.

At Miss Katherine D. Blake's school, public school No. 6, a fine engraving of President McKinley appeared on the platform draped in black. The Rev. Dr. Tinker, of the Cornell memorial church, presided over the exercises, and called for addresses from Rev. Rudolph Grossman and Mr. Joseph Feltrech, who was for years a trustee of the school.

Principal William C. Hess, of public school No. 30, delivered the address at the exercises of his school, taking for his topic, "The Life of William McKinley and the Lessons it has Taught."

The small children of the primary school at 335 West Forty-seventh street, Mrs. Anna C. Flynn, principal, gave a program which in sincerity and completeness yielded nothing to the exercises among older people.

Raw Substitutes Give Trouble.

A number of school principals held a meeting last week to get up a protest against the employment of inexperienced substitutes in part-time classes. In former years when there were permanent substitutes, these difficult classes could at least be put in charge of teachers who had been inside a class-room before. Under the present system girls who have just been graduated for the Normal college are put over crowded rooms, with scant allowance of time; what is worse, they are shifted about with frequency. One principal reported that five different teachers had been employed in a single class-room in two weeks.

Borough Superintendent Jasper is in sympathy with the principals in this matter and has a way out of the difficulty. He would group the part-time classes in pairs and give each pair of classes one extra regular teacher. This will do away with the present plan of putting a regular teacher and a substitute in charge of each class. He cannot under the by-laws go back to the old system of regular substitutes. If there were no resignations and no new classes to open, these shifting of which the principals complain would not occur.

Children Out of School.

Just how many children have not been able to secure places in the public school is hard to determine. It is known that 2,029 were refused on opening day. A good authority has said that in all Manhattan borough at least 9,000 failed to get in during the opening week. Many schools have refused to take the names of children who are just six years of age—this being



Wholesome Advice

For People Whose Stomachs are Weak and Digestion Poor.

Dr. Harlandson, whose opinion in diseases is worthy of attention, says when a man or woman comes to me complaining of indigestion, loss of appetite, sour stomach, belching, sour watery rising, headaches, sleeplessness, lack of ambition, and a general run down nervous condition I advise them to take after each meal one or two of Stuart's Dyspepsia Tablets, allowing the tablet to dissolve in the mouth, and thus mingle with the food eaten. The result is that the food is speedily digested before it has time to sour and ferment. These tablets will digest the food anyway whether the stomach wants to or not, because they contain harmless digestive principles, vegetable essences, pepsin and Golden Seal, which supply just what the weak stomach lacks.

I have advised the tablets with great success, both in curing indigestion and to build up the tissues, increasing flesh in thin nervous patients, whose real trouble was dyspepsia, and as soon as the stomach was put to rights they did not know what sickness was.

A fifty-cent package of Stuart's Dyspepsia Tablets can be bought at any drug store, and as they are not a secret patent medicine, they can be used as often as desired with full assurance that they contain nothing harmful in the slightest degree; on the contrary, anyone whose stomach is at all deranged will find great benefit from the use of Stuart's Dyspepsia Tablets. They will cure any form of stomach weakness or disease except cancer of the stomach.

the entering limit. They have trouble enough in attending to those who are older.

The congestion on the East side is to all appearances about as bad as in any previous year, and suggests that Supt. Jasper may not be so far wrong when he says that before long we must have at least 12,000 new sittings down there.

Conditions at school No. 88 are typical. The principal, Miss Matilda Lemlein, states that on the first day of school she refused admittance to 161 children. That did not seem so bad. But by the end of the week the waiting list had swelled to 644. Should rumor get started in the neighborhood that all children will positively be accommodated, Miss Lemlein feels certain that her waiting list would contain over 1,000 names. The school was overcrowded all last year and finished with a waiting list of thirty.

Changes At Jamaica Normal.

RICHMOND HILL, L. I.—The fall term of the Jamaica normal school opened with several new teachers in the faculty. Dr. Arthur Simmons, whose election to succeed Dr. Clarence Woolsey was announced some weeks ago in THE SCHOOL JOURNAL, has taken charge of the department of mathematics. Miss Minnie A. Pinch, of Hornellsville, N. Y., a graduate of Cornell, will have Miss Post's old work in the classics. Miss Lettie Bernice Burns, of Alma, Mich., a graduate of the Albany normal school, has succeeded Miss Seymour.

Principal McLaughlin has recently received a letter of congratulation from Supt. E. L. Stevens, of Queens borough, who states that all but three of the graduates of the school were successful in passing Dr. Maxwell's examination for licenses to teach.

Newark's Educational Clam Bake.

NEWARK, N. J.—The board of education held its annual clam bake and wash down at Bergen Point, Sept. 14. This event is one of the leading social functions of the year. Nobody was allowed to talk teachers or school-books, but everybody was expected to join in singing "Good bye, Dolly Gray." Commissioner Nathan gave a recitation of "Curfew Shall Not Ring To-Night," in most approved elocutionary style. President Hill and Supt. Poland presided over the banquet and received their "jollies" in good part. Everybody admitted it was the best clam-bake on record.

Chicago News Notes.

Great enthusiasm greeted the opening of a public play-ground in the twentieth ward, Sept. 18. Most of the children who will benefit by it attend the McLarin school. The grounds were formally opened at three o'clock. Twelve hundred or more children poured in and made noises to which the murmurs of the Chicago corn pit would be as silence. Aldermen Finn and Jackson, of the small park commission, presided over the ceremonies of dedication. The maypole dance was superintended by Miss Gertrude Howe, of Hull house.

Sterilization of all pencils and pens used in the public schools is something Supt. W. Lester Bodine, of the compulsory education department, is advocating. There is no doubt that pencils with chewed ends are a possible source of contagion. City Health Commissioner Reynolds with the help of Dr. C. H. Behn has devised a simple method of sterilizing which will be tried at once.

The opening for the first time of the Columbia school of music adds another to the list of great Chicago educational institutions. This school was founded largely thru the efforts of two women, Clare Osborne Reed and Estelle Brackett Phelan. On its faculty list are Henry Schoenfeld and Katherine Alvord. It starts with a large enrollment.

An Educational Veteran.

DECATUR, ILL.—The re-election of Superintendent Gastman at the September meeting of the school board was a foregone conclusion. Mr. Gastman has been teacher and superintendent in Decatur for forty-two years. In all that time he has advanced steadily as an educator and has always been numbered among the live, progressive schoolmen of the state. He has been offered professorships at the two normal schools of Carbondale and Norwich, but has preferred to remain where his life-work has been. His recreation is the study of insects, particularly of bees, a subject upon which he is a recognized authority. Mr. Gastman spent the past vacation on the Pacific coast and now returns to his forty-third year full of health and energy.

In and Around Philadelphia.

The alarming spread of smallpox has led to the closing of two schools and to a recommendation that all the schools in the twenty-eighth ward be closed.

CAMDEN, N. J.—The non-partisan school league has laid out a program for the coming election. It will make every effort to secure a non-partisan board of education.

The Germantown school board has resolved to ask the central board of education to establish a special school in the section for the training of incorrigible children. It is reported that there are at least fifty boys in the combined schools of the ward who are beyond parental control.

Miss Alice J. Kilpatrick, whose nomination for the principalship of the Rudolph S. Walton school was announced last week, failed of election in the central board of education. Her case was considered in advance of the passage of the eligibility amendment and she was, therefore, defeated on the ground that being a woman she was not technically eligible to the principalship of a mixed school.

The resignation of Miss Maud A. Bower, teacher of physical culture at the Central high school has been accepted. Her place is taken by Miss Mabel A. Cherry.

The dedication of the handsome new parochial school attached to St. Boniface's Catholic church, took place Sept. 15. The structure cost \$72,000 and is one of the handsomest schools of its kind in the country. On account of the death of President McKinley, the rector, Rev. Edward M. Weigel, dispensed with many of the ceremonies of rejoicing that had been prepared. The school will be in charge of Sister Agnes, who is well known in Philadelphia and a corps of twenty assistant teachers.

Plan of the Elkin Bequest.

Rules and regulations for administering the Elkin bequest have been formulated. They are believed to be in strict accordance with the spirit and intent of Mr. Elkin's will. The following are the terms upon which teachers may get pensions.

Applications for the benefits of the fund shall be made in sealed envelopes, addressed to the president of the board of education, with a proper endorsement on the envelope, yet to be determined, but without the name of the applicant appearing thereon.

The applications shall be made on printed forms, to be furnished by the board.

In addition to the required oath or affirmation as to truth of statements contained in applications, the applicants shall be required to submit to personal interrogation under oath or affirmation.

While in the aggregate applicants must have taught twenty-five years or upward, such service need not have been continuous.

Applications may be made by teachers who have left the service and by teachers now in service and who may leave hereafter.

Applicants must be women who are not married or widows.

Applicants shall not be disqualified because of their residing out of the city.

"No means of support" shall be interpreted as meaning no adequate or sufficient means of support. An income not exceeding \$150 a year shall be equivalent to compliance with this interpretation of the clause.



Interesting Notes from Everywhere.

DETROIT, MICH.—The annual meeting of the trustees of the teachers' retirement fund took place Sept. 18. The balance on hand Sept. 1 was reported as \$6,084.22, while the permanent fund is \$2,870.24 to the good. There are twenty-four annuitants on the rolls. Officers were elected as follows: Pres.—Supt. W. C. Martindale; vice-pres., Charles F. Adams; sec.—George E. Parker.

The corner stone of the new Hebrew free school, Talma Tara, on Division street, was laid Sept. 14.

WYANDOTTE, MICH.—The new superintendent, Mr. G. R. Brandt, comes from Wayne where he has had charge of the schools for the past four years. Previously he held superintendencies at Imlay City and at Bancroft. Mr. Brandt is a graduate of the Indiana normal school and has studied at the University of Berlin.

BALTIMORE, MD.—Miss Adelaide L. Hall, one of the best known teachers in the Baltimore system died September 11. Miss Hall had been teaching in the city schools for forty-nine years. She was one of the organizers of the Teachers' Mutual Beneficial Association, in which she always took a deep interest.

ROCHESTER, N. Y.—Tests for discovering defective vision will be made within the next few weeks for the first time in

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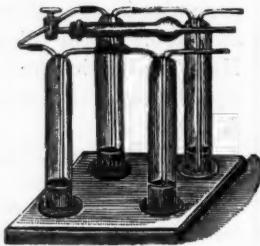
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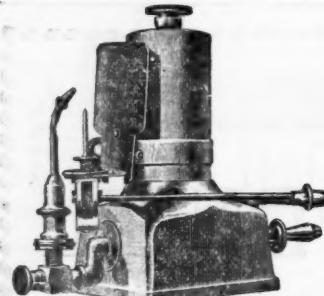
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